

# Autism Spectrum

The Official Publication of the Autism Society of New Hampshire

Vol. 2 ~ No. 3

P O Box 68, Concord, NH 03302-0068

Fall Issue

## From The President's Desk...

Dear Members,

My son Patrick who has Autism and Tourette's has an obsession about not growing old. He hates the whole aging process. You see unlike the majority of us who get so caught up in the busy-ness of our lives and act as though we had all of the time in the world. ~ Patrick understands that we're born, live and then eventually die (at least in body). Our time on this earth is limited. He does not want to hear about the "circle of life" or that you can be "young at heart" or age is just a "state of mind". He is determined to beat the whole system ~ reverse the process, devise an age reversal machine!

I lost my brother Frank, only 50 years old, to a heart attack a few weeks ago. I was concerned about how Patrick would take the news. It was his first experience dealing with the passing of someone he knew personally. Would he be upset or scared? How could I find the right words? When I started with "You know how Uncle Frankie had a bad heart?" Patrick immediately turned to me and said, "He died didn't he?" Then when he saw me crying he remarked "You're just too sensitive, Mom." "You miss him huh?" Later that evening he summed it all up beautifully by announcing ~ "I guess Uncle Frankie just ran out of energy."

I mourn my brother but was thrilled when my sister in law suggested donations be made to the Autism Society of NH in his memory. It seemed a fitting way, a meaningful way to celebrate his life and death. When someone you know passes

## What's Inside ...

<i>Study Title</i>	<i>Page 2</i>
<i>Autism &amp; The Family</i>	<i>Page 3</i>
<i>SERESC Workshops</i>	<i>Page 5</i>
<i>Autistic Kids</i>	<i>Page 6</i>
<i>ASA Creates Stamps</i>	<i>Page 6</i>
<i>IOD Launches Center</i>	<i>Page 7</i>
<i>Supernanny On ABC</i>	<i>Page 9</i>
<i>Support Groups</i>	<i>Page 12 &amp; 13</i>
<i>What You Don's Know</i>	<i>Page 13</i>
<i>From Stitches Mailbox</i>	<i>Page 16</i>
<i>Pass The Puzzle</i>	<i>Page 19</i>
<i>New Board Members</i>	<i>Page 20</i>

## Holiday Hay (or Sleigh) Ride and Annual Meeting

Information See Page 9

on it reminds you that you he won't be at the family gatherings or apple picking anymore. It reminds you to take time with those who are still here to be enjoyed and loved. So give those around you an extra long hug and take the time to enjoy your children and spouses and friends. Stop the busy-ness at least for a little while!

Always,  
Stacey Shannon  
President

**Study title: A Device for Measuring Stereotypy**

Stereotyped movements are repetitive, non goal directed movements that often have a "back and forth" quality like body rocking, hand shaking, finger flicking, or jumping. These are behaviors that are common in children with certain developmental disorders like autism and related conditions. It can be difficult to count the true frequency of these behaviors, which may be a focus for treatment because they can interfere with a child doing other, more productive things.

You are being asked to participate in this study because your child has some repetitive behaviors or because you or your child is willing to try to mimic such behavior or simply to test the feel of the device we are developing to measure movements.

**What is the purpose of this study?** The purpose of the study is to develop a small, nonintrusive device that will measure stereotyped or repetitive movements.

**Are there any benefits from participating in this study?** You will not benefit from being in this research study. We do hope to gather information that may help people in the future. A successful device could significantly aid in the measurement and treatment of repetitive behaviors in persons with autism and other conditions where these behaviors can pose problems.

**What does this study involve?** Your participation in this study may last up to several hours at a time. As you are willing, we may contact you several times over the course of the next year and a half to test the device. We will come to you at your convenience for this purpose.

Initially, we anticipate relatively brief (e.g. an hour or so) testing of different versions of the device to get feedback on whether it is comfortable to wear, and how to improve its acceptability. Ultimately, we envision a device about the size of a band-aid or a wristwatch. We may discover that the sensor is better tolerated when it is tucked into a piece of clothing.

A.C. Maerlender, Ph.D., Assistant Professor Child & Adolescent Psychiatry  
Dartmouth Medical School ~ Sports Medicine Concussion Team  
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## Autism and the Family-Centered Early Supports and Services Program (ESS)

(also known as Early Intervention or the Part C of the IDEA Program)

Children diagnosed with autism have been served in the ESS program for many years. Typically individual ESS providers would provide supports and services in the same manner that they provided services to every other child. Also typical were the positive changes that were seen in these children as a result of these interventions. There was a feeling, however, that we should be providing more intense services for these children and their families; what these services should be and how they might be delivered were difficult questions with no clear answers.

In 1997 the National Early Childhood Technical Assistance System (NEC\*TAS) in conjunction with the Regional Resource System invited states to send teams to Clearwater, FL for a working meeting to assist state teams to develop a plan for improving early supports and services for children diagnosed with autism spectrum and their families. The Department of Education and Department of Health and Human Services worked together with assistance from NEC\*TAS to send a state team consisting of a parent, SPED Director, speech pathologist, member of the Institute on Disability, member of PTAN/SERESC, and an ESS State staff member.

**This team returned with a vision for New Hampshire:** *Young children with autism will receive effective services tailored to their individual goals, involving their families, no matter where in the state they might live. Our state will have:* o Interagency policies that support services to children and their families, o Research-based guidelines describing best practices and processes, o Options of extended school days and year, o An understanding that resources don't dictate services, o A system for decision making that is family friendly and understandable, and o On-going technical assistance to providers.

*Families will:* o Get support for their children in the home and the community, o Be respected, and at the center of planning around which all providers collaborate, and o Receive regularly updated information, education, and training.

*Service Providers will:* o Communicate with, collaborate with, and be of assistance to families, o Receive training or be qualified to provide intensive quality supports in natural settings, o Provide training for physicians, and o Receive effective pre-service training.

Along with this vision, the team chose a goal and developed a plan to meet that plan. The goal that the team selected was: 'to develop guidelines that can be used statewide'. This goal has not been achieved to date, but with the current climate of increased interest in autism, it may be time to revisit this goal.

### Activities that have occurred since the Clearwater meeting include:

*o Formation of the 'Autism Coalition'* The Autism Coalition had a diverse membership including parents, representation from SERESC, the Institute on Disability, Department of Education, the Autism Society of NH, Division of Developmental Services/ESS, and Area Agency personnel. Members bring ideas for new programs or related projects to meetings and receive suggestions and encouragement to continue their work.

*o AIDEing Young Children with Autism/PDD* This is a series of classes that provide basic information on autism to families with children with autism, education staff, childcare workers, and other community agency staff. The series is sponsored by the Southeastern Regional Education Services Center with support from the Autism Society of New Hampshire, Parent to Parent of New Hampshire, and Moore Center Services. Scholarships are also available for ESS families through the Division of Developmental Services/ESS if needed.

*Autism And ~ From Page 3*

*o Technical Assistance to Parents and Caregivers of Young Children with Serious Communication Disorders* This is a training series designed to provide information about alternative strategies that may help children understand and express language more efficiently; developed and sponsored by PTAN. The Department of Education and the DHHS/Division of Developmental Services/ESS fund the series collaboratively.

*o Jumpstart: Early Success with Autism.* "Jumpstart: Early Success with Autism", often shortened to 'Jumpstart' began as a training grant to bring the Individualized Support Project (ISP) model to New Hampshire families and providers. The intent was to increase the local capacity of providers in NH to implement this model with a focus on very young children with autism or autism-like characteristics. It was developed by the Institute on Disabilities with input from the Autism Coalition, and was originally funded collaboratively by the Department of Education and the Department of Health and Human Services (Division of Child, Youth and Family, and the Division of Developmental Services) for two years ending in September 2000. Training to implement this model was intensive and required a considerable commitment of time and staff. During the grant period, Forty-four service providers (preschool, early supports and services, and parents) attended the intensive training sessions, and approximately 13 teams (preschool, early intervention, and childcare) representing 16 communities across the state received technical support. Providers working closely with the Jumpstart staff implemented the program with 12 families. Numerous other providers implemented Jumpstart as a whole, or pieces of the program with numerous other families. Services to countless other families have been positively impacted by the training that service providers received even when the program was not implemented with their child.

When the original grant period ended in September 2000, it was evident that the model was highly valued by ESS providers and families. For this reason, the Bureau of Developmental Services/ESS continued to fund both the intensive trainings and shortened overview trainings coupled with local technical assistance to assist providers in implementing the model with families. The trainings offered between September 2000 and September 2001 were offered without cost to anyone who was interested in attending them. After September 2001, providers outside the ESS system were invited to attend the trainings. There was been a great deal of interest expressed in the regions with many requests for more information about the model. After the original grant ended, a total of 36 people registered to the intensive trainings; 59 people attended workshops focusing on Positive Supports; and 5 overviews were requested with approximately 108 people attending. Technical assistance was provided to 5 ESS providers or 25% of the ESS provider programs. Seven Autism proposals (approximately 25% of the proposals) were submitted to fund full implementation of the Jumpstart approach. Since not all ESS providers submit proposals for additional funding to implement this approach, this does not necessarily mean, that the Jumpstart approach was used with only 7 families.

*o Individual Trainings* In addition to the programs mentioned above, professionals and family members are supported to attend conferences on the topic of autism both individually and as members of a team. In a number of regions, service providers sought out training in using behavioral approaches to teaching children with this diagnosis, such as the 'applied behavioral analysis (ABA)' approach, and the 'Floor time' approach in addition to the

*Autism And ~ Please See Page 8*

**AUTISM TASK FORCE HANDBOOK**

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**TO RECEIVE A COPY**

## **Southeastern Regional Education Service Center Workshops**

**Sensory Diets:** Background info and hands on information- With Traci Gilman, OTR/L. This workshop will remove the mystery of sensory diets and go beyond the basics to cover sensory diets with hands on strategies and ideas to help children with sensory processing challenges get through their day. Traci will discuss theoretical reasoning and strategies for setting up and maintaining sensory diets. Course participants will be able to explore hands on activities. Date/Time: November 15, 2005, 9-2:30 at SERESC, Bedford, NH. Registration Deadline is November 1, 2005. Cost is \$95.00. Cost after deadline is \$120.00.

**Asperger Syndrome and Related Challenges** in Young Children: A Common Sense Approach, With Teresa Bolick, Ph.D. November 16, 2005 at SERESC, Bedford, NH. This one-day conference will help with understanding of how Asperger Syndrome affects young children and to become aware of strategies for support and intervention. Registration deadline is November 3, 2005. Cost \$130.00 per individual; \$115.00 per parent or paraprofessional. Cost after deadline is \$155.00.

**Applied Behavior Analysis in Educational Settings** - Using Direct Instruction and Discrete Trial Methods for Children with Autism Spectrum Disorders, With Thomas Benjamin, M.S., BCBA, Behavior Analyst. This one-day workshop is designed to support educators and parents who live and work with children with developmental disabilities at home, at school and in the community. Tom Benjamin, who consults with schools, agencies and families in New Hampshire and Massachusetts, will design the workshop for those who have some education and experience with young children with developmental disabilities. Participants will become familiar with basic concepts and theories of Applied Behavior Analysis. Friday, December 9, 2005 at SERESC, 29 Commerce Drive, Bedford, NH. Cost of Conference before November 28, 2005: \$120.00 per individual; Cost after November 28, 2005: \$150.00

### **ADVANCED CLINICAL ISSUES IN CHILDHOOD AUTISM AND RELATED DISORDERS**

Thursday, 8:30 AM - 4:00 PM, January 11, 2006 Snow date of January 18, 2006 with Dr. Teresa Bolick at SERESC, Bedford, NH. Teresa will discuss: Autism as a neurodevelopmental disorder. Research regarding brain differences in autism; Associations between brain and behavior in children with autism spectrum disorders; "Comprehensive, Intensive, and Early": Components of a Best Practices Program. Interventions that follow from what we know about brain, behavior, development and assessment. "ABA" vs. "developmental pragmatic approaches" - Time for a truce? Working with physicians and other providers who work with the team. Cost for the conference: Before December 27, 2005; \$135.00 per individual; \$115.00 per parent and paraprofessional \$ 160.00 per person after December 27, 2005

**Advanced Sensory Diets** with Traci Gilman, OTR/L - This workshop will provide information about sensory processing disorders, and a framework to view the needs and behaviors of clients with sensory processing dysfunction. It will address direct treatment options, sensory diet ideas, and methods for documenting progress. Participants will be introduced to a variety of strategies, tools, and resources for developing effective intervention. January 19, 2006, 9 am - 2:45 pm. Cost is \$95.00 per individual. Location: SERESC, Bedford, NH. Registration Deadline is January 6, 2006 Visual Supports: Strategies to Support and Maintain Active Participation in School, Home, and Community: with Teresa Bolick, Ph.D. Donna Bever, M.A., CCC/SLP, Judy Enos, B.S., Kristine Caster, Robin Knight, B.S. This is a two day conference with one-day instruction and one-day make it and take it. Please join us for a two-day workshop, with examples of how parents and teachers, who live and work with children with communication challenges, can encourage choice making, following directions, organization, commenting, and smooth daily transitions using visual supports. January 30-31, 2006, 8:30 am -3:30 pm at SERESC, 29 Commerce Drive, Bedford, NH. Cost before 1/16/06; \$200.00 for both days; \$175.00 for parents and paraprofessionals; \$105 for one-day per individual - Please specify day. Cost after 1/16/06 \$250 for both days.

**Asperger Syndrome: Getting Ready for the Real World** with Teresa Bolick, Ph.D. and Traci Gilman, OTR/L, This is a two-day conference which will discuss Asperger Syndrome and how it relates and impacts with adolescence and adulthood. Thursday & Friday, March 23 & 24, 2006 8:30am-3:30pm at SERESC, 29 Commerce Drive, Bedford, NH. cost for the conference: Before March 12, 2006 \$250.00 per person; \$200.00 per parent; \$ 275.00 per person after March 12, 2006

If you would like further information on any of these events, please contact Robin Knight, Project Assistant at (603) 206-6816 or [rknight@seresc.net](mailto:rknight@seresc.net)

## Autistic kids get special attention

By Janet Kornblum, USA TODAY

When evacuees displaced by Hurricane Katrina were sent to shelters, Shelley Hendrix Reynolds knew it would mean trouble for families with autistic kids. "I was frantic to find these families," says Reynolds, president of Unlocking Autism, a national support organization based in Baton Rouge for families with autistic kids. The group put out a call for shelter workers and others to look out for families of autistic children, who have an array of special needs and behaviors, such as running away, that would make staying in a shelter difficult at best. So far they have raised \$50,000 to give to often cash-strapped families. They have helped 56 families with everything from a \$100 gift card to buy food to helping find a donated car, says Reynolds, whose son, 9, is autistic. Two weeks ago, Unlocking Autism helped launch a separate organization, AutismCares, a coalition of autism groups intended to help with longer-term needs, such as finding therapists, housing and jobs, Reynolds says. AutismCares has created a database that will allow families dealing with autism to register online, so if they're in a hurricane or other disaster zone, they'll be called by volunteers to make sure they're all right and see what kind of help they need. "Earthquakes can happen in California," Reynolds says. "You have tornadoes in Kansas. It's not like things don't happen all over. ... This is the first time we've ever realized what families might be going through if they had an autistic child."

Holly Bortfeld  
AutismCares Care Package Coordinator  
<http://www.autismcares.org>

Unlocking Autism State Rep.

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## ASA Creates Postage Stamps

The Autism Society of America (ASA) announces the creation of ASA postage stamps, now available for purchase on the ASA Web site in the ASA Store section.

The \$.37 U.S. Postal stamps, one featuring ASA's 40th anniversary ribbon logo design and one promoting ASA's new branding efforts with the new logo design, are sold in sheets of 20 stamps per sheet at a cost of \$20.

Show your commitment to ASA and autism awareness by ordering the new stamps today! Every purchase you make helps support ASA and its mission. They make a unique and meaningful gift to family and friends, and reflect your dedication on each piece of mail you send by helping to "get the word out!" Go to [www.autism-society.org](http://www.autism-society.org) or call 1-800-3AUTISM(328-8476).



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## Institute On Disability At UNH Launches Autism Resource Center

### Unites Teaching, Research, Service Initiatives on Autism Spectrum Disorders

DURHAM – The Institute on Disability (IOD) at the University of New Hampshire has aggregated its expertise and services in the study of autism spectrum disorders (ASD) to create the New Hampshire Resource Center for Autism.

“The IOD has long been a valuable resource for learning about, diagnosing, and working with individuals with autism. Bringing these various services together as the New Hampshire Resource Center for Autism will help us communicate our capacity and, ultimately, better serve people in the state with autism and their families, teachers, and caregivers,” said Jan Nisbet, director of the IOD and associate professor of education at UNH.

The Resource Center for Autism comprises professional development and technical assistance, evaluation and diagnosis, and academic and research initiatives, including one of the nation’s few Ph.D. programs in the study of autism spectrum disorders.

Specific projects and initiatives of the NH Resource Center for Autism include:

- The Early Markers Project, a research project that aims to identify characteristics associated with the development of ASD in babies who have an older sibling with ASD.
- Beyond Access, a four-year project that promotes improved learning of general education curriculum content by students with the most significant disabilities. Funded by the U.S. Department of Education, Beyond Access works with schools in Windham-Pelham, Raymond, Somersworth, and Pembroke.
- Seacoast Child Development Clinic, which provides interdisciplinary evaluation and consultation to families of children who have developmental challenges, including autism.
- Jumpstart: Early Success with Autism, which assists New Hampshire families and providers in supporting young children who have autism or autism-like characteristics.
- Annual Autism Summer Institute, a five-day event

providing state-of-the-art information and strategies in educating students with ASD in general education classes.

- Ph.D. program in education with a focus on ASD as well as Graduate Certificate in Autism Spectrum Disorders, providing post-baccalaureate education to educators, social workers and psychologists, medical personnel, and policymakers.

The mission of the IOD is to advance policies and system changes, promising practices, education, and research that strengthen communities and ensure full access, equal opportunities, and participation for all persons. Established in 1987, the IOD is a University Center for Excellence on Disability (UCED).

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*Autism And ~ From Page 3*

Jumpstart approach, so that families and service providers may choose the best teaching strategy for working with a child given his/her own unique characteristics.

A variety of trainings on the topic of Autism/PDD have been and continue to be available in New Hampshire through the Institute on Disability and SERESC as well as other agencies. Bureau of Developmental Services / ESS scholarships are available to ESS providers and ESS families and requires only that they share what they have learned. Presenting materials and ideas at a quarterly FCESS Director's meeting, making materials available through the Family Resource Connection, or writing an article for the Early Education and Intervention quarterly Newsletter are ways that information have been shared in the past.

*o Autism Proposal System.* Regardless of the service model selected by a family and provider, there are two factors that remain the same: o needed services must be provided to children diagnosed with Autism Spectrum Disorder and their families in a much more intensive manner than other early intervention services in order for the children to make significant developmental progress; and o there is always a need to address behavioral issues. For these reasons, the Autism Proposal System was developed. This system has been highly successful and has resulted in the funding of 73 proposals.

In addition to providing the funding necessary to adequately serve children who have a diagnosis that falls within the autism spectrum disorder and their families, the Bureau of Developmental Services is also interested in identifying other needs for resources such as further training in the use of generally accepted methodologies. For this reason an Autism Task Force was assembled in the fall of 2001, with diverse membership, to develop a white paper regarding best practices regarding providing supports and services to families with children diagnosed with autism, birth into adulthood. It was anticipated that the work of this Task Force would inform both the DHHS/Bureau of Developmental Services and the Department of Education/Bureau of Special Education regarding needs for personnel development, development of resources, etc. The Family-Centered Early Supports And Services program was represented on the task force as well.

In 2004 the Autism Task Force produced a 'white paper' entitled "The New Hampshire Task Force on Autism: Assessment & Interventions". A great resource to parents and providers, this document is currently available from the Family Resource Connection, and can also be obtained by contacting the Bureau of Developmental Services, 271-5143.

In 1999, the autism proposal system was designed to provide intense services to children with a diagnosis of Autism (or other spectrum diagnosis) and their families. This option continues to be available today and is available to all ESS families without regard to the methodology that is chosen. In order to be eligible, the child must be under the age of three years and enrolled in the Family-Centered Early Supports and Services Program. Proposals for funding are developed by the child's IFSP team and submitted to the Bureau of Developmental Services through the Area Agency. Proposals for funding are approved first at the Area Agency level, and then submitted to the Bureau of Developmental Services for final approval. Funds requested are reimbursed to the Area Agency after documentation that the services have been provided is submitted including paid invoices. Documentation that the services that have been provided is included in the child's record in the same manner as other early intervention services. Autism related services provided by behavioral specialists and ESS program staff are considered to be early intervention services and are included on the child's Individual Family Support Plan (IFSP). All IFSP services are reviewed at a minimum of once every 6 months. For more information, families should contact their ES service coordinators.

**Dues Are Due ... Have You Paid Yours????**

## Supernanny Teams With An Acclaimed Autism Expert To Help A Child Who Is An Outsider In His Own Home On "Supernanny," Nov. 4, ABC

Supernanny Jo Frost teams with world-renowned autism expert Dr. Lynn Koegel to tackle the parenting issues faced by a family whose three-year-old son is an outsider in his own home. This episode of "Supernanny" airs on Friday, Nov. 4 (8:00-9:00 p.m. ET) on the ABC Television Network.

Deirdre and Trae Facente don't know how to integrate their autistic son Tristin into their daily life with their twins, Kayla and Marlana (4). Tristin is completely non-verbal, caught up in his own world of spinning, jumping, swinging and, often, taking off his clothes. The only time he spends with his family is sitting at the dinner table. The twins, who demand much of their stay-at-home mom's attention, can't figure out how to play with their little brother.

The parents are at a loss as to how to help Tristin come out of his zone and join the family.

Enter Dr. Koegel and Supernanny. Together they refine the classic Supernanny methods and teach all the Facentes Dr. Koegel's inclusion and communication techniques to help engage Tristin. For example, when they introduce the new daily schedule to everyone, Dr. Koegel uses a picture board with Tristin to help him understand in a concrete way.

In just a week, silent Tristin goes from zero words to speaking hundreds of times using over 20 new words. He is bursting with requests to play a favorite game, be tickled or eat a treat. Step-by-step, Jo and Dr. Koegel help the parents keep Tristin from his disruptive behaviors by including him in family chores and activities. These efforts culminate in the boy helping his dad set the table, a seemingly mundane task that is so miraculous for Tristin, it brings tears to Trae's eyes.

Lynn Kern Koegel, Ph.D is one of the world's foremost experts on the treatment of autism. She and her husband, Robert L. Koegel, Ph.D., founded the renowned Koegel Autism Center at the Graduate School of Education at the University of California, Santa Barbara. She co-wrote the bestselling book on autism, *Overcoming Autism: Finding the Answers, Strategies, and Hope that can Transform a Child's Life*, which was recently released in paperback, and also co-authored, with Robert Koegel, the new book, *Pivotal Response Treatments for Autism*.

The Autism Society of New Hampshire presents  
**Holiday Hay (or Sleigh) Ride  
& Annual Meeting**  
ASNH Members & Families  
**Friday, December 2, 2005**  
**6:45-9:00 PM**

*Point of View Farm*

*South Rd., Deerfield, NH*



Parent members and children of the ASNH are invited to enjoy a **FREE** holiday hay (or sleigh) ride\* thru the scenic forest of Point of View Farm in Deerfield. The one-hour ride includes a 20-minute rest by a toasty bonfire where children can roast marshmallows and warm their tootsies. After the hayride, members will join together in the gathering room to enjoy children's activities and refreshments during a brief annual membership meeting. Please arrive by 6:45, as the rides will depart with or without you promptly at 7 PM.

\*A \$7 per person advance deposit is required to hold each reservation **ASNH will reimburse you when you arrive!**

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**Part of ASA's "Safe & Sound" Initiative**

## **Disaster Preparedness Tips for Our Families**

With the help of renowned emergency preparedness expert Dennis Debbaudt, who has a son with autism, and ASA Board Member Ruth Elaine Hane, the Autism Society of America (ASA)—with support from NASCAR driver and ASA friend Jamie McMurray—is committed to helping families with special needs prepare for emergencies. During any emergency, whether it be weather-related or man-made, we want those in the autism community to be prepared to weather the storm both before it hits and in the aftermath.

### **Tip #1. Practice calm**

Parents and care providers need to project a demeanor of calm during a disaster or emergency, even if we're not! Children and adults on the spectrum may sense your emotional state—and mimic it. Practice for and prepare to project a sense of calm.

### **Tip #2. Prepare for immediate needs before disaster**

Be ready to evacuate. Have a plan for getting you and your loved ones out of your home or building (ask family or friends for assistance, if necessary). Also, plan two evacuation routes because some roads may be closed or blocked in a disaster.

Create a self-help network of relatives, friends or co-workers to assist in an emergency.

If you think you may need assistance in a disaster, discuss your disability with relatives, friends, and co-workers and ask for their help.

Give a key to a neighbor or friend who may be able to assist you in a disaster.

Contact your local emergency information management office now. (Many local emergency management offices maintain registers of people with disabilities so they can be located and assisted quickly in a disaster.)

Wearing a medical alert tag or bracelet to identify your disability may help in case of an emergency.

If you have a severe speech, language, or hearing disability:

1. When you dial 911, tap space bar to indicate tdD call.
2. Store a writing pad and pencils to communicate with others.
3. Keep a flashlight handy to signal whereabouts to other people and for illumination to aid in communication.
4. Remind friends that you cannot completely hear warnings or emergency instructions. Ask them to be your source of emergency information as it comes over their radio.
5. If you have a hearing ear dog, be aware that the dog may become confused or disoriented in an emergency. Store extra food, water and supplies for your dog.

Consider your pets and plan to take care of them in advance, particularly if sheltering is necessary, so you can concentrate on the rest of the family as danger approaches.

Have a disaster supplies kit on hand you can use these at home or in an evacuation setting. Kits should include:

*Please See Disaster ~ Page 17*

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Spectrum Monthly***

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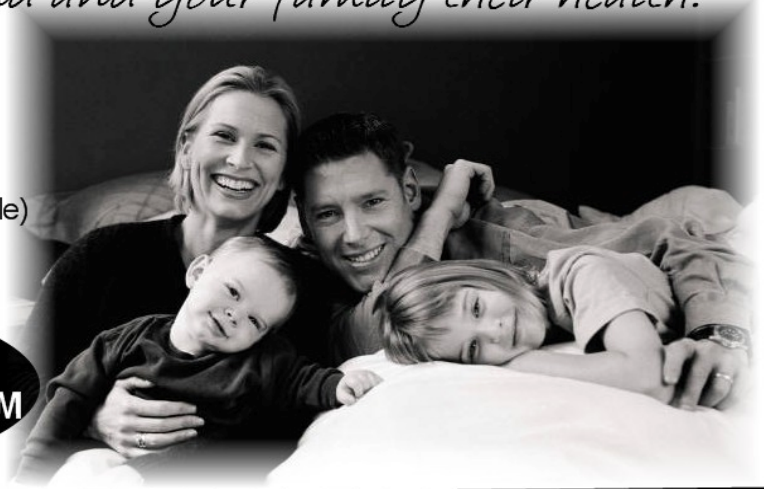
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## Support Groups and Contacts

**United Parents for an Included Community** Meets the 3rd Friday of each month at 6:30 PM at the First Congregational Church, Winnacunnet Road, Hampton, NH 03842 Contact: Melanie Muns [Melanie Muns](#) or [Kate Portrie](#) This group is for parents of children with all special needs.

**Parent support group/network in Rockingham County for parents/guardians of children with autism spectrum disorders.** Meetings are planned for the second Wednesday of each month at the Easter Seals office in the Cozy Corners Shopping Center on Route 27 in Raymond, NH. from 6:30 to 8:30 PM. These meetings will be for parents and adult family members only. Questions about the meeting location can be addressed to Donna Descheneaux at Easter Seals: 895-1522. All other questions about meetings should be directed to [Viki Gayhardt@cs.com](mailto:Viki.Gayhardt@cs.com)

**New Hampshire's NLD/Asperger's Support Group:** Meetings are the last Tuesday of each month at 7:30 at the Rundlett Middle School, Room 503, South St. Concord, N.H. For further information contact Beth at 635-9256 or e-mail to: [nldnh@aol.com](mailto:nldnh@aol.com)

**Asperger's/NLD Support Group** Parents and families dealing with Asperger's/NLD. First Tuesday of the month, 7:00-9:00pm Congregational Church, 11 Church St. Amherst, NH Call Susan 603-672-4719 or email [susanpatt@adelphia.net](mailto:susanpatt@adelphia.net) for more information. On the web, go to [www.AANE.org](http://www.AANE.org)

**Adult Autism Social Group** This is geared for folks approx 20-30 years old with Autism /Aspergers. Jocelyn Lister will be the facilitator. Jocelyn is an experienced speech pathologist and former Spec. Ed. director. Meetings are on Thursdays 6:30-8:30pm at the Full Spectrum Wellness Center on 55 So. Commercial Street in Manchester, NH. Contact Jocelyn Lister @ 206-6866 or e.mail for more info. [jlist@comcast.net](mailto:jlist@comcast.net)

**Milford Caregiver Support Group For parents of Special Needs Children** 2nd and 4th Thursdays 9:30-10:30 am Call 673-3460 for more information Free Child care is available.

**Laconia:** Lynn Carlson, Lakes Region Community Services Council, Streetcar Place, 63 Beacon St. West Laconia, NH 03246; tel. 524-7755. Call for meeting schedule and location.

**Manchester Area:** Manchester Regional Autism Support Group, meetings are held the first Monday of the month from 7-9 pm in the Board Room of the Moore Center, Region V11 Area Agency, 132 Titus Ave., Manchester, NH. 03103. Contact Margie Louney at the Moore Center 206-2745 or co-leaders Josephine Fraser 627-7027, Dawn Rivard 647-6497 / Steve Hambleton 647-9567 for further information.

**Manchester Developmental Pre-School:** Contact Karen Davis at the Manchester Developmental Pre-School, 555 Auburn Street, Manchester, tel. 624-6340 for further information.

**Parents of children with a developmental disability** [daveh@region6.com](mailto:daveh@region6.com) A place for parents who face the challenges and joys of raising a child with a developmental disability to meet, talk and support each other. Tentative Meeting schedule: Tuesdays, 6:00-8:00 9/14 At RSEC Academy, Old Nashua Rd. (off 101A) Call Dave (459-2751) or email [daveh@region6.com](mailto:daveh@region6.com)

**AUTISM/PDD GROUP** Parents and families dealing with PDD, Asperger's syndrome and other autism spectrum disorders meet to share information and experiences. Region V1 Area Agency for Developmental Services of Greater Nashua 144 Canal St., Nashua, NH. Thursdays 6:30-8:30 pm Call Dave Hackett, Parent to Parent Coordinator at 459-2751 or [daveh@region6.com](mailto:daveh@region6.com) if you plan on attending.

## WHAT YOU DON'T KNOW ....By Diane Guimond

Fall has arrived and I shudder at the thought of closing the windows and sealing the house up for the long harsh days of winter. I enjoy the fresh air and seeing my children play - knowing that they are getting everything they need to grow and develop. As parents we do everything we can to provide the best for our children. We make sure they eat well, exercise and protect them as best we can. We all take the same precautions during the toddler years, and feel the same sense of accomplishment and freedom as they grow and become more self sufficient. We eagerly take down the baby gates, and remove the clumsy locks from the supply closet. What if you were to find out that many toxic chemicals are right there in your own home not only in your cleaning products but in your personal care products as well. These products enter into our bodies through absorption, inhalation and ingestion. Products that were tested by the National Institute of Occupational Safety and Health that were shown to cause biological mutation, acute toxicity, tumors, skin and eye irritations and reproductive complications.

Over the past 50 years the manufacturing of man made chemicals has exploded, and many of them are used in our homes. At the same time, more children have been afflicted with asthma, learning problems, and cancer than ever before. Research indicates that it is more than coincidence that the rise in these various diseases has occurred in the same time period.(1) Products that we all purchase and use on a daily basis have ingredients such as Formaldehyde, Phosphates, Ammonia, Chlorine Bleach, Petroleum Solvents, Abrasives, Aerosol Propellants, Mercury and other harsh ingredients. The statistics speak for themselves. Unfortunately, we all know one or more families where a member suffers from asthma, allergies, neurological disorders or chronic health issues.

The good news is, that for every product we use in our homes there is a safer, healthier alternative avail-

*Please See What You Don't Know ~ Page 15*

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## Support Groups and Contacts *Continued from Page 12*

**Broad Street School:** Nashua, NH 03063. Simonne Perry, tel. 594-4404 this group is held during the morning at the school while the children are in class. It is geared to all developmentally disabled in pre-school.

**North Country:** James and Tracy Ross, PO Box 822, Littleton, NH 03561: Tel 444-3302. Call for meeting schedule and location.

**Seacoast Area:** Seacoast Parent Support Group for ASD. Meetings are held on the 1st Tuesday night of the month at the Newmarket Community Church. For meeting time and directions, call Tina at 603-659-1282.

**Region 10 Area:** Region 10 Autism Support Group meeting will be held on the first Monday of the month from 7-9 p.m. at the Kelley Library in Salem, NH. The library is located at 234 Main Street, Salem. This is the corner of Rt. 97 and Gerromity Rd. Their phone number is 898-7064 for anyone needing further directions. The contact person is Kathy Waterson from Region 10, 893-1299.

**Upper Valley:** Beverly Pare and Maryellen, tel. 448-6311. Saturday morning meeting babysitting provided.

**NH Dietary Intervention for Autism and Related Disorders:** Meeting times, dates and location variable. Please call or email Dawn Marquis for current schedule at 435-5313 or [heartmom2two@yahoo.com](mailto:heartmom2two@yahoo.com) Sign up for the online discussion group at <http://p2pnh.org/nhdi/>

# Membership Form

Mail this form along with your check to:  
Autism Society of N.H., PO Box 68, Concord, NH 03302-0068

**Please remember ASNH receives NO  
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E-Mail Address \_\_\_\_\_

*What You Don't Know ...* From Page 13

able. These products work just as well as department store brands but are free of the harmful ingredients that cause so many of today's illnesses. These products do not have to cost more, there are alternatives from many conscientious companies that are safer and natural. Consider the alternatives, do your research and know that you will have peace of mind in knowing that you are providing the healthiest environment possible for your family.

*New Board Members ~* From Page 20

**Jackie  
Deb and  
Alex**



ASNH and I am looking forward to helping make our group an even more useful part of the Autism network.

*It's Christmas Time AGAIN!!!*  
**Help Support Autism Awareness & ASNH  
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**AUTISM SOCIETY OF NEW HAMPSHIRE OFFERS  
TOTE BAGS**

They are heavy duty canvas with zipper top (natural color w/red trim) I Love Someone With Autism is stenciled on the outside pocket. They are great as gifts for teachers, paras, grandmothers and yourself!!

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*From Stitches Mailbag ....*

**During the past three years of doing this business, [www.stitches4autism.com](http://www.stitches4autism.com) has received many, many stories from parents, grandparents, friends and including a loving person with autism. This particular story really touched my heart and I wanted to share it with you.**

**Cindy Addario**

\* \* \*

Dear Mrs. Cindy--

**After visiting your webpage I was touched by your story and how precious your little granddaughter is. I am a 16-year-old sophomore in N.C., who has fallen in love with work with twins with autism. I decided to send you the story that I have written about my experiences with them. They (Jackson and Jacob) have just recently turned 5-years-old and are my angels. I work with them through a community service project that I have set up for myself. One twin is unable to speak yet, while the other can speak but has difficult behavioral wise. I would love for you to read and comment on my stories. Thank you SO much for your webpage. Because of people like you, we will find a cure for autism.**

\* \* \*

In October of 2004, I began working at the \_\_\_\_ home after a teacher told me the story of the family. Before this time, I was very unsure at exactly what "autism" meant or effect it would have on my life. My first days over there were hard but a wonderful learning experience. After only going to the house for a couple weeks I was in love with the family and I became hooked. I researched autism and learned a great deal about its signs and different techniques in handling an autistic child. Autism, to be exact, is a complex brain disorder that hinders a child's ability to communicate, respond to surroundings, and form relationships. The twins, though, were very loving and sweet from the minute I entered the doors. They were diagnosed with this disorder around the age of two and they go through extensive schooling everyday with therapists. Fifty families each day find out their child has autism and it is becoming an "epidemic."

Mrs. \_\_\_\_ is a single mother of four who works very hard everyday. Her ability to understand their daily "quirks" is remarkable. She has taught me so much about being loving, patient, and kind. The twins are always learning and have also taught me about loving others no matter their condition. The entire family is no less an inspiration and a blessing to me.

I recently became familiar with an autism walk taking place in Charlotte, NC on October 8th, 2005. They were looking for captains to form teams and raise money to go toward finding a cure for autism. I knew that this walk would not only help me learn about the twins' condition, but also hopefully, help the twins when a cure is found. My original goal was set at \$500. I sent out letter to family and friends my and Mrs. \_\_\_\_'s family. Responses flew in and I kept having to raise my goal, until finally, I ended up with \$3,020. All of the benefactors that have given money have been amazing and inspirational. I have formed my own team that will be walking on October 8th. The Jr. Beta Club of my school has graciously donated \$250 to both my goal for the walk and another \$250 for the \_\_\_\_ family. They used this money to purchase learning tools that they use in therapy.

Autism receives less money from the government a year than leukemia, muscular dystrophy, cystic fibrosis, and juvenile diabetes combined. Yet, the incidence of autism occurring is one in 166. Hopefully, this walk will help change that. I love this family and I look forward to spending time and growing with the twins. They have recently turned five-years-old and are the sweetest boys you'll meet. I tell them all the time how smart they are and I know that they will grow-up to be anything they want to be. Autism can be beat by raising awareness and I have made that a life goal for myself.

Name Withheld

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## *We Welcome Mail!!*

The Autism Society Of NH welcomes any and all letters to the editor. We may be subject to space available at the time of publication, please mail them to us at Post Office Box 68, Concord, NH 03302-0068.  
~ The Editor

*Disaster Preparedness ~ From Page 10*

1. Flashlight with extra batteries
2. Portable, battery-operated radio and extra batteries
3. First aid kit and manual
4. Emergency food and water for at least two days (per person)
5. Manual can opener
6. Essential medicines
7. Cash and credit cards (be sure to withdraw cash in advance)
8. Sturdy shoes

Also, in case of evacuation, pack a safety & comfort kit, which can include:

1. Blanket
2. Pillow
3. Folding chair
4. Sleeping bag or cot
5. Food and water for at least two days
6. Medication for three to seven days
7. Personal hygiene items
8. Identification and valuable documents (insurance, birth and marriage certificates, and special-needs forms)
9. Battery-operated radio
10. Flashlight
11. Batteries
12. Change of clothes
13. "Comfort" items such as CD players and CDs (with extra batteries) or DVD player and DVDs
14. Ear plugs or eye shades
15. Storage boxes to store small items, could be plastic with lids
16. A drawing of the building layout and map of the area to give an orientation of where you are in relation to your home.
17. An ID bracelet and autism information cards to explain behaviors to others.

Some of these helpful tips are provided in part by FEMA's report, "Disaster Preparedness for People with Disabilities," and the Baltimore *Sun Sentinel*. To view the FEMA report in its entirety, go to <http://www.fema.gov/library/disprepf.shtm>.

### **Tip #3. Prepare for needs in your home *now* so that you'll be ready after disaster strikes**

Look for items that may have broken or been displaced that could cause a hazard, particularly electrical lines.

Beware of carbon monoxide poisoning. Centers for Disease Control (CDC) send this warning:

"Preliminary reports indicate that people in states affected by Hurricane Katrina have died or been poisoned by carbon monoxide. An urgent health recommendation that should be broadly distributed is to never use generators, grills, camp stoves, or other gasoline, propane, natural gas, or charcoal-burning devices inside the home, basement, garage, or camper—or even outside near an open window."

Follow instructions for disaster supplies kit and the safety & comfort kit outlined in Tip #2.

### **Additional hurricane and emergency preparedness Web sites:**

FEMA hurricane and general disaster home page: <http://www.fema.gov/hazards/hurricanes>

NOAA: <http://www.aoml.noaa.gov/hrd/links.html>

American Red Cross: [www.redcross.org](http://www.redcross.org)

Centers for Disease Control, with respect to concerns for carbon monoxide poisoning:

[www.bt.cdc.gov/disasters/carbon\\_monoxide.asp](http://www.bt.cdc.gov/disasters/carbon_monoxide.asp)

***In partnership with the Autism Society of America, these disaster preparedness tips are brought to you by NASCAR's #42 Jamie McMurray. We are committed to keeping you and your family "Safe & Sound."***

# The Autism Society of New Hampshire

is now welcoming advertising  
in their quarterly newsletter to help with the costs of mailing.

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# Pass the Puzzles, Please!

Holiday time is almost here again and as we all quest for the perfect gift, I wanted to write to you all about the comfort, pleasure and challenge that can come from puzzles. Puzzles come in all shapes and sizes (kind of like our kids) from wooden knob puzzles and ring stacks to 3-D models of the Space Shuttle. Thousand piece jigsaws with no borders are beyond my talent, but I have a friend who can finish that kind of brain bender in less than a day. No matter how much your interests or skills change, there is a puzzle for everyone.

Just about everybody likes some sort of puzzle from the 3-piece shape sorter to the New York Times Crossword. Puzzles are especially appealing to people with ASD. We all know that- but have you ever thought about why puzzles are so compelling? Better yet, have you ever thought about why puzzles are such great brain fuel? Puzzles provide comfort. People with ASD, especially children, experience a great deal of stress in their daily lives. Puzzles are predictable and finite. They can be solved over and over and the result is always the same. This predictability provides a great deal of reassurance. Puzzles also lend themselves to ritual. You can put all of the straight edges together first, for example. You can line up all the pegs of the same size or the same color.

Puzzles can be completed independently and, depending on the puzzle, do not require a great deal of creativity. They do demand problem solving but they don't require social interaction or language, expressive or receptive. In fact, puzzles can provide an opportunity to escape from the sensory demands of the day.

You can provide a variety of jigsaws, for example, with different pictures at the same difficulty level or different skill levels with the same format. Then, the puzzler can choose based on his or her interest, and stress level at any given time. My daughter, case in point, loves wooden puzzles. She'll often choose the easier puzzles when she needs to regroup and organize herself, or build her confidence level enough to take on the next challenge. Sometimes, the ritual of completing a familiar puzzle is enough to soothe and comfort through the most sensory "dis"integrated day.

Puzzles provide numerous opportunities for learning. Problem solving and logic are involved in the solution to any puzzle from a shape sorter to the Word Jumble. Puzzles help develop visual discrimination, fine motor dexterity and motor planning skills. Wooden puzzles can even help provide joint compression feedback that can be added to a routine sensory diet regimen. A puzzle format can be applied to any academic area- reading, writing, math, even science and social studies. Puzzles are readily available to practice the alphabet, shapes, colors, animals, trucks and a variety of objects and places. Images on floor puzzles might capture the solar system, U.S. Presidents, or a life-size human body. Word puzzles begin with 3 letter "self-correcting" style and progress through word searches and cryptograms. When you run out of commercially made puzzles, you can apply the format you prefer to any content area. Math puzzles like Krypto or Set can be solved solitaire or played in groups. The Concord School District even has an annual citywide Krypto Tournament.

For puzzlers who like a more hands-on approach, puzzles like Rush Hour or River Crossing offer a deluxe slide puzzle with 40 different challenges. Pattern Blocks, Wedgits, Tangrams, or Pentominos are just some of the manipulative that you can use to solve a pre-defined picture or design your own. If you like tangrams, Tangles is a wonderful travel sized game that again you can play alone or competitively. The list goes on and on. This type of puzzle can provide a stepping stone to more open-ended play with Lego's, Erector sets, K'nex, or my personal favorite, Magz. For the sophisticated puzzle aficionado, there are 3-D puzzles of famous buildings and castles as well as jigsaw puzzles cut into as many as 18,000 pieces. Mindware offers logic puzzles and visual brainstorms that challenge even the savviest linear thinker. Puzzles come in wood, heavy-duty cardboard, foam, and plastic. They can be embellished with extra texture, light and sound, even magnetic edges. You can work puzzles at school, home, in the car, waiting at the restaurant, even in the tub. The millennium generation can even play puzzles on the Internet.

So, we've talked a lot about how puzzles can be comforting because of their routine, predictability and their independence. Puzzles, however, can also be a wonderful tool for developing language and cooperative social skills. You can start by using puzzle pieces to name objects and discuss their attributes. You can practice turn taking and waiting while discussing what is happening in the picture you're developing together. The process of putting together a puzzle affords time for togetherness and sharing. If you're lucky, you might even get a heart-to-heart with your recalcitrant teenager. The joy of the puzzle is that flexibility. On a good day, you can build in lots of bonus activities. On the days that aren't so great- they offer comfort and simple pleasure in a complicated world. So, pass the puzzles, please!

Article submitted by: Laura Miller, Owner of Imagination Village, Inc, The coolest educational toy store in Downtown Concord, and Jenn's Mom.



*Autism Society of NH*

*Stacey Shannon, President*  
*P. O. Box 68*  
*Concord, N.H. 03302-0068*



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## Welcome New Board Members!

It is with great pride we introduce two newly elected board of directors of the ASNH.

**Aleece Pappas** ~ My name is Aleece Pappas and I am the parent of Mikey, a 7 ½ year old boy with autism. I previously worked at Region 10 starting out as the Early Supports & Services coordinator and later as a Support Coordinator providing resource and referral to families with children from 3 through adulthood that have developmental disabilities.

I currently serve as co-chairperson of the Southern New Hampshire Human Service Council. Other volunteer positions I hold are NH appointed Surrogate Parent, member of the Region 10 Family Support Council, and volunteer educational advocate. I am now working part time as an ABA provider to children under 3 who are covered under the autism protocol.

I look forward to serving NH families affected by autism in this new capacity. Thank you.

---

**Deb Genthner** ~ My name is Deb Genthner, and I would describe myself as an outgoing, energetic and friendly person who is very dedicated to my family. I have been to my married my best friend and hus-

band Chris for almost 13 years. I am a mother of 2 wonderful children who are Alex 5 and Jackie 3, Alex has autism.

I am involved with various activities in my town and at my son's school - including our PTA (where I held the office of treasurer for the past year); and our parks and recreation commission (where am an assistant soccer coach and serve on the commission's board). I am currently taking part in the NH Leadership Series, it has thus far been a wonderful learning experience and I am enjoying sharing the information I have learned with family and friends.

I have other interests too, about a year ago I began bicycling for fitness and this summer completed a 3-day 180 mile bicycle Trek Across Maine to benefit the American Lung Association. It was truly an inspiring and memorable experience!

I am a graduate of the University of Maine at Orono. During my time there I was drawn to many extracurricular activities including the Color Guard, Delta Zeta sorority (where I served as president) and culminating in nomination to the All Maine Woman honor society my senior year. I was always proud to get involved and help in any way I could.

I am thrilled to be an active board member of the