



# ASGC NEWSLETTER

## FROM THE PRESIDENT'S DESK

Greetings ASGC Members-

First and foremost, we wish to join our parent organization, the Autism Society of America, in thanking President Bush for signing the Combating Autism Act. We hope this landmark bill represents only the beginning of real progress in treating autism and providing crucial support for those who live with the daily challenges of autism spectrum disorders.

Locally, look for ASGC President Rory McLean on Friday, February 2nd in an interview with WEWS TV 5's Ted Henry. This interview was made possible, along with a substantial donation to the ASGC, by ASGC members Barb and Gary Holtz. As parishioners of St. Barnabas Church in Northfield, they accepted their "Kingdom Assignment" to help others as much as possible with \$100 of a \$10,000 anonymous donation.

They cleverly used the money for a mailing along with their Christmas cards asking for donations to the ASGC. The response was overwhelming— over \$2,000 and still counting! The responses of checks ranging from five to fifty dollars along with notes of support from all over the country were a testament to the generosity we share as Americans and the increased awareness of autism and the impact it has on families. Now there's a story that's too good to pass up! Our deepest thanks to the Holtz's, their family and friends, TV 5, the anonymous donor and St. Barnabas Parish.

### Chapter Meeting Information

The ASGC meets the first Tuesday of every month at 6:30pm at the Cuyahoga Valley Career Center, 8001 Brecksville Rd. in Brecksville. The next meeting is February 6. Anyone who is affected by, or just wishes to learn more about autism spectrum disorders is welcome to attend.

For more info, call 216-556-4937.

On a more somber note, with all the progress that is being made to promote autism awareness and educate parents, teachers and professionals, there is an alarming number of cases of mistreatments of autistic children. This is an issue around the country and right here in the Cleveland area as well.

We are by now aware of the Winkelmanns and their trip to the Supreme Court later this month. The ASGC has offered their support of Jeff and Sandee and their son Jacob, inviting anyone interested to donate to our General Education Fund at any local Key Bank branch to assist the family.

Along with the Winkelmanns, however, numerous other complaints have hit our email and phone line involving some teachers using negative reinforcement techniques and other measures in an attempt to modify "undesirable behaviors" in autistic students. The most disturbing part is that parents are not always aware it is going on and when they do, they are sometimes met with resistance. Some feel they are being bullied by "educators who desperately need to be educated". An article this month by an ASGC member outlines such a scenario. While we are fortunate to have many progressive and understanding school districts in the Cleveland area with compassionate educators and administrators, it is a problem of which there should be *zero tolerance*.

It is with that in mind that for this month's meeting we welcome Aimee Gilman, Esq., Executive Director of Special Education Services. Special Education Services is a local non-profit legal service provider for families with individuals with special needs. She will offer some straight talk and advice on how to best look after your child's educational needs and help ensure that they (and you) are treated with the respect and understanding you deserve.

Finally, plans are already in the works for this year's Chili Cook-Off to be held the second week of April. As successful as last year's event was, we are looking to do even better this year. That comes only with your support, so if you aren't already, please consider becoming a member of (or donor to) the ASGC today. Dues are only \$5 annually and we will keep you in touch with our services and our progress as we strive, everyday, to make the Cleveland area the best place to live for those who live with autism or ASD.

Sincerely,  
Gus Gallucci, V.P.

**AUTISM SOCIETY  
OF GREATER  
CLEVELAND**

**FEBRUARY, 2007**

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### Autism Society of Greater Cleveland Officers:

**Rory McLean**  
President

**Gus Gallucci**  
Vice-President

Dues for the Autism Society of greater Cleveland are \$5.00 annually. Checks for dues or donations can be sent to:

ASGC  
P.O. Box 41066  
Brecksville, Ohio  
44141

# ASA Applauds President Bush's Signing of Combating Autism Act

Landmark bill provides nearly \$1 billion for autism research and education

Bethesda, MD (12/19/2006) --

The Autism Society of America (ASA) sends its heartfelt thanks to President George W. Bush for signing S.843, the Combating Autism Act, today. This critical legislation authorizes almost \$1 billion through 2011 in federal funding for autism-related research, early detection and intervention.

After signing the Act, the President issued the following statement:

For the millions of Americans whose lives are affected by autism, today is a day of hope. The Combating Autism Act of 2006 will increase public awareness about this disorder and provide enhanced federal support for autism research and treatment. By creating a national education program for doctors and the public about autism, this legislation will help more people recognize the symptoms of autism. This will lead to early identification and intervention, which is critical for children with autism. I am proud to sign this bill into law and confident that it will serve as an important foundation for our Nation's efforts to find a cure for autism.

ASA President and CEO Lee Grossman expressed his gratitude to the President and all the members of Congress taking leadership on this effort, "This is only the beginning of ASA's commitment to ensure federal for autism is spent wisely and, in the most effective way," commented Grossman. "Now, we hope that Congress will get to work on a comprehensive services bill for individuals with autism, including reforming Medicaid-funding waivers, employment incentives, housing improvements, job training and so much more."

ASA will work actively on the Hill in the 110th Congress to ensure further legislation for autism services, education, and environmental health.

S. 843, authored by Senators Santorum and Dodd, first passed unanimously in the Senate on August 3, 2006. The U.S. House passed an amended version on December 6, 2006.

Key provisions of the bill include:

- \* Developing and implementing a strategic plan for research related to autism spectrum disorders;
- \* Reauthorizing Autism Centers of Excellence and providing funds to the centers for coordination of services and information for patients;
- \* Supporting basic and clinical research into the fields of developmental neurobiology, genetics, epigenetics, pharmacology, nutrition, immunology, endocrinology, gastroenterology, psychopharmacology, and toxicology;
- \* Improving coordination of the various federal, State, and local supports and services available to persons with autism and families affected by autism;
- \* Increasing the number of providers that can screen, diagnosis and provide interventions to persons with autism; and,
- \* Promoting research to determine evidence-based best practices for diagnosis, early detection, prevention, intervention and possible/potential cure for autism spectrum disorders.

# Collaborative on Health and the Environment Tackles Autism

ASA President and CEO Lee Grossman and Dr. Martha Herbert Speak on Rethinking Autism: Towards a Whole Body Paradigm

The Collaborative on Health and the Environment (CHE) held a conference call on December 12 entitled "Rethinking Autism: Towards a Whole Body Paradigm." Elise Miller, M.Ed., Executive Director, Institute for Children's Environmental Health, and Coordinator, CHE Working Group on Learning and Developmental Disabilities Initiative, moderated the call.

Martha Herbert, MD, Ph.D., discussed the paradigm shift in autism from that of a brain disorder to a whole body condition. "We're saying, yes, autism is biological, but more than genetic or gene environment...it's more than the brain, it's the whole body," she said. Herbert said the older model of autism, "where genes affect the brain and the brain generates behaviors and that's where we get autism," has been driving federally-funded research into the disorder, but isn't leading to answers about autism or helping treat children.

In her and her colleagues' research, they are finding that there are changes in the brain in those with autism after birth, as well as ongoing physical illness. "Up to 80% of children with autism have [various forms of] gastrointestinal disease," she said. "From an environmental standpoint, the idea that the brain and body are both affected can be seen in findings in the gut and immune systems because these are gateways to the body's encounters with the environment." As this new paradigm in autism develops, Herbert said brain research will look at changes in brain function, as well as treatments targeted at the body's resiliency in restoring body and brain adaptive capabilities.

ASA President and CEO Lee Grossman, covered ASA's Environmental Health Initiative, which was undertaken in March 2006, as a step toward changing public policy regarding autism. "From a public policy standpoint, autism has been treated through an archaic and limited developmental disability and mental health system," he said. "If we can change public policy to look at autism as a medical condition and have the same resources available as any other chronic medical condition, we will help families and those affected by autism." Grossman also said that ASA's initiative seeks to bring credibility to the science of environmental health and autism, an issue which has been surrounded by much controversy and divisiveness.

Michael Lerner, Ph.D., of Commonweal, talked about autism as a highly individualized disorder, where a "one size fits all" approach may not fit in clinical treatment. He discussed treatments such as removing gluten from an individual with autism's

diet as "not treating autism per se, but treating the health problems of autism...sometimes the symptoms improve." Lerner also acknowledged the continuing controversy over vaccines and autism, recognizing that while the debate is not yet over, vaccines should not take all the headlines in this important debate.

The CHE is a diverse network of over 2,400 individual and organizational partners in 39 countries and 48 states, working collectively to advance knowledge and effective action to address growing concerns about the links between human health and environmental factors.

## ASA 2007 National Conference

Be sure to mark your calendar for the 2007 ASA National Conference. The conference will be held at The Westin Kierland Resort & Spa in Scottsdale, AZ, July 11-15, 2007.

Visit [www.westin.com/kierland](http://www.westin.com/kierland) and see the facilities of this spectacular 5-star hotel. The Westin will be providing attendees with conference rates starting at \$129. This is a great conference to which to bring your whole family.

More info at: [conference@autism-society.org](mailto:conference@autism-society.org).

## The Autism Awareness License Plate is now available!

*Ohio State residents now can show their support for persons with autism, their families and service providers with the Ohio Autism Awareness license plate! The Autism Awareness license plate, available from the Ohio Bureau of Motor Vehicles, will raise awareness of autism and in turn the issues that those with autism and their families face in Ohio. The Autism Society website link with the license information is [www.autismohio.org](http://www.autismohio.org).*

## Greater Akron Chili Open

Join your friends for some golfing fun in the snow for a good cause! The 2007 Greater Akron Chili Open tees off on Saturday, February 3. Proceeds benefit the Akron area Rotary Club who run a camp for children with special needs. It is only \$200/foursome or \$50/individual. There is also a Clubhouse Pass available for \$25 for the non-golfer. For registration information visit [www.chiliopen.net](http://www.chiliopen.net) or call the Chili Open Hotline at 330.644.4512.

## When Bad Things Happen at School

The following is a startling account of an actual ASGC member in her own words:

We read about these things in the national section of the paper, usually from somewhere out-of-state, in what we imagine must be some small, backward town. An autistic girl in Pennsylvania is charged with "disorderly conduct" for wetting her pants at school. Parents in Washington state want the use of a time-out room in their local school (referred to as "the box") discontinued. Two autistic boys died at school in Michigan due to the use of restraints. Maybe we see these stories and others on CNN, momentarily cringe in horror, but console ourselves by saying, "That could never happen here...not where I live...not in my child's school." But it can happen here. It can happen in your own school district. And it can happen to your child too. It happened to mine. But there are ways to try and protect our special needs children.

My son was a happy kindergartener this time last year. With Asperger's Syndrome and ADHD, he certainly had his share of challenges and bad days. But that was last year.

As this school year began, so did some other strange things. My son complained often of not feeling well. He was suddenly having a lot more trouble sleeping. He was complaining of nightmares about "the monsters." His appetite wasn't what it used to be. We readjusted his medications, hoping that was it. That didn't help. He seemed to need almost constant reassurance from us - did we love him, did we like him; he told us how much he missed us when we just left the room for a minute. My husband and I thought he was just having a lot of trouble adjusting to the new school year. He'll get the hang of it, we thought. He just needs some time. Then, in late September, he told me something he had never said before: he said he didn't want to go to school anymore. He had NEVER said that. He always loved school. Putting all these things together, I was worried that something was very wrong.

They say never to ignore your gut feeling. That's really good advice. Soon after, everything began to fall apart in a most horrific way. I learned my child was suddenly considered a "behavior problem," who "hit" and "pulled on" his aides. He is, in reality, a very gentle soul, who has never so much as defended himself against other children who have pushed, shoved or hit him in the past. The school said he was refusing to work and having "tantrums" on a regular basis. All the while, they had been telling me that everything was fine, that he was doing well. Then, I discovered the school attempted to implement a negative behavior

plan for my son without our knowledge or consent. I protested and called for an official FBA done by an outside third party. The school system grudgingly agreed to the third-party consultant.

But the news got worse. They showed me a cinder-block room the size of a storage closet.

They put a mat, blankets, stuffed animals, an exercise ball, and a bean bag chair in there. On the door was a mirror they made him look at when he was in meltdowns. On the wall was taped a "protocol" sheet for what they should do when my son was in that room. They didn't seem to want me to read it, as a staff member stood in front of it when my eyes caught it and began to read, but I did anyway. Through that, I discovered that they were waiting for my son to reach full meltdown stage in the general education classroom, and then they told him, "It's time to go to the calm room now." He was not being given the choice to go there; he was being told to go there. (This was later confirmed over the phone to me by the person doing the FBA, but not in writing on the actual FBA.) I was dizzy and nauseous just thinking about my son being stuck in there with his aide - sometimes for as long as 20 - 40 minutes at a time. But, if I said anything, the person doing the FBA would never see the room or how it was being used. I had two bad choices: say something to get use of the room discontinued (but then there would be no outside witnesses that it ever was used or how it was used), or continue to send my son to school, knowing that he was spending portions of the day in a glorified closet.

The FBA was too vague for our liking in some parts. The antecedents to the behaviors were not clearly defined, but the behaviors were. The consequences to the behaviors that existed at that time were not clearly delineated, but there was a plan in place for what should be done in the future. My husband and I tried several times to see whether the consultant would more clearly define the environment as it was, since we felt that was causing these behaviors. Even our child's doctor agreed that the type of behavior the school was alleging from him was not exhibited in any other setting. We wanted the calm room mentioned in the FBA. The consultant would not do that. So, we wrote a parent statement to be attached to the FBA, and one to be attached to the new IEP.

The last meeting descended into unprofessional chaos. The principal, while crying, verbally attacked me. Our outside

doctor's knowledge and credentials were questioned. The director of pupil services told me that the school's autism consultant, who devised the negative plans so far that caused such stress for my son, was their only consultant, they were happy with her, and since we and our child's doctor asked for her to be taken off our son's case, our child would not have an autism consultant. Our FBA and IEP statements might not be included in Shawn's file because of "confidentiality reasons." Believe it or not, the meeting got worse. It was during this time that I found out that school personnel were doing something called the "hot dog roll" on my son. That is a form of restraint in which the child is rolled up in blankets and/or mats to calm down. First isolation, now restraint? What was going on here? I was in shock. I consulted a special education professional from another district and was told the "hot dog roll" was only supposed to be used in cases of extreme violence.

After that meeting, we wrote a response detailing the points of disagreement between us and the district. We clearly stated that we wanted the use of these negative interventions stopped. It took a month and a half for the principal to formulate an official reply. In it, we were informed that the school would continue to use the calm room on our son as they saw fit. The only difference is that they would now log any trips there - how long he was there, why he was taken out of class and what techniques were used to de-escalate him. We couldn't believe it! We had clearly stated in writing that we would not agree to this, but the school was coming back and telling us they would do it anyway, despite what we said!

After much searching, I had finally found an advocate to help us. I quickly called her and asked whether the school could do this. "Not legally," I was told. So, I wrote a Letter of No Consent to the principal, the director of pupil services, the school psychologist, his teachers, and the district's superintendent. It is a document which clearly spells out that the use of restraint or seclusion is off limits for this child. The letter mentions that children have been seriously injured and even killed by these types of aversive interventions, and they would not be tolerated for our child. It got some people's attention, and the principal is now attempting to recant. But the other areas of disagreement are still there.

The question now is how to repair the damage done to our son, and how to repair the damage done to our relationship with the school. All of these aversive interventions were done without our knowledge or consent. How can we trust them again? Every time our son exhibits some new, unusual response or behavior, we have to wonder what else happened to him. What options do we have? We cannot

afford any of the autism schools, and the Autism Scholarship doesn't cover all the costs we would incur to provide all the services our son requires. Can we transfer schools? How do we know the next one won't be just as bad or worse? Do we leave him where he is, and if so, under what conditions?

Our children are vulnerable to all kinds of abuse, because a hallmark of autism is a language deficit. Whether it means they can't speak at all, or can't express abstract concepts, they are often unable to tell us if someone has hurt them. Certainly, we cannot protect our children from every possible danger, but you never imagine that the simple act of sending them to school could mean on-going psychological harm, serious injury or death.

The best way to try and protect your children at school is by being involved in their educational process - always attend meetings, ask questions at conferences, keep a communication journal with the school and on your own, learn how to document conversations and problems with the district and how to keep your own set of your child's records. But most importantly, listen to your instincts. **You know your child better than anyone.** If his or her behavior has suddenly changed, or something just doesn't seem right to you about him or her, investigate why. Call your child's doctor. Ask the school some questions. I can't guarantee school personnel will answer them correctly, since for weeks I was told everything was fine, but at least you've tried to find the answers, and you'll have documentation to that effect.

Please don't assume it can't happen here...because it can. And it does.

-Lilly Ross

**Whole Child & Family Wellness Center  
Night at the Races Fund Raiser**

**February 24, 2007**

6:00 p.m. - 11:30 p.m.

S.Y.B. Hall

4157 Hudson Drive, Stow at Steels Corner

\$40 per person

(includes dinner, drinks and live band)

More information available at:

[www.wholechildtherapy.com](http://www.wholechildtherapy.com)

(330) 688-5555

# Future teachers learn by observing special-needs kids in family life

By Julie Wurth of the News-Gazette of Central Illinois

Some lessons can't be taught in a textbook.

Learning how to feed or bathe a child with a disability. Seeing how others react when a disabled child visits the pool.

Or watching a father exhausted from working three jobs argue with his wife over how to discipline their autistic son.

These real-life experiences are a key part of a University of Illinois special education course designed to expose students to the rigors - and joys - of raising children with special needs.

Each spring and summer, the 40 to 50 UI students in Special Education 438 spend a total of eight hours with a local family with a special-needs child. The hope is that the students will understand the challenges involved and make them better teachers in the long run.

"It's real," said Terry Goode, one of two family liaisons for the program and the mother of two children with special needs. "You're actually getting to interact with the child in the home setting with the family, which is something you never see in the school.

"They absolutely love the experience. A lot of them say it's the greatest experience of their entire college education in this field."

Associate Professor Amy Santos, one of two teachers for the course, said it gives parents a chance to "touch their child's future.

"These are going to be their future teachers. Let's make sure they're the kind of teachers who know and understand what families go through," she said.

The class, "Families of individuals with disabilities," is required for a special education teaching certificate. The mentoring project started several years ago, but it was much more informal. Many families dropped out after one semester, Santos said.

She recruited Goode, who had been a mentor and presenter for the class, to help reorganize the program, and won two small grants from the university to pay her as a consultant. That led to a five-year, \$1.1 million grant from the U.S. Department of Education that, among other things, allowed Santos to hire Goode and Nancy McNabb, another parent, as official family liaisons for the program last January.

Few teacher-training programs across the country have such a comprehensive family mentoring project, and even fewer

have paid family liaisons, Santos said.

"We're really committed to this," she said. "We really want to have parents' perspectives, we want them to be active participants in our student learning. To do that, you have to invest in it."

Goode and McNabb will help co-teach classes and work with graduate students. They've also helped Santos make the program more "family friendly."

The UI students now help families write a story about their lives that can be used to help advocate for services with legislators or state agencies. Students also write a letter to the families explaining what they've gained from the experience, and parents grade them on their participation and willingness to learn, Santos said.

Goode, development director for Family Service of Champaign County, is thrilled to be a part of the project. She is a former interagency coordinator and parent liaison for Child and Family Connections, which provides state-funded services for special-needs children 3 and younger.

She and her husband, Kenny, have four children ages 9 to 24, two of them adopted. Their oldest daughter, Alisha, had developmental delays and needed seven years of speech, occupational or physical therapy as a child. By sixth grade, she was performing near the top of her class academically and has since graduated from the UI.

The youngest son, Joseph, who is adopted, was born with three heart defects, had open heart surgery when he was 7 weeks old and subsequently needed developmental therapy. He also had speech therapy, as his oral muscles weren't fully developed and he had hearing problems as a result of frequent ear infections. Now in third grade, he still needs help with reading but is quick at math, active in Cub Scouts, takes violin lessons and gymnastics and plays basketball.

The Goodes also have a son Josh, 22, and an adopted daughter, Jessica, 12, and they fostered another boy who needed special education services.

Terry Goode said most students are nervous about interacting with the families and aren't sure what to expect. By the end, the most common reaction is, "that reminds me so much of my family," she said. They see the kids bicker with each other and fidget at the dinner table, just like other siblings.

Goode said families with disabilities learn to be "flexible and adaptable" and develop coping skills good for any family, such as humor, teamwork, planning and communication.

That tends to make families stronger, she said, and of the more than 50 families in the mentor program, not one has experienced divorce.

"Parents and siblings often become very involved in the community, and the children grow to be strong adults who have already learned to deal with their weaknesses," she said. "I'm not sure what the students initially expect to get out of the assignment, but over the course of the semester this is the vision they begin to understand, and it is very empowering for them."

It also helps the UI students see parents as people who love their children and advocate for them.

"For so many years, the misnomer about special-needs children was that their parents caused the problem or exacerbated the problem" through abuse, drugs or other behavior, she said.

Goode said she hopes the future classroom teachers will be empowered by this experience to act as a voice for the family. Teachers often know families much better than therapists or administrators designing a child's education plan, she said.

"That's why we're all participating as families. We want them to start their careers knowing that families can be their best partner," Goode said.

Two students who took the course said working with the families was invaluable.

"It was a really good experience to get out into the community and see what families' day-to-day life was like outside of the school setting," said Katie Erbach, 22, who took the class last summer.

Erbach watched how lifeguards and others reacted when the family's 7-year-old autistic son went to the pool, and how the parents sorted through discipline issues. The father, who worked three jobs to cover the family's bills, felt it was important to deal with every troubling behavior that arose, whereas the mother, who was home with the kids all day, preferred to pick her battles.

As a future teacher, she said, "It was really important to see that even though one parent may seem like they're taking care of the child all the time, the other parent is really involved. It wasn't lack of him wanting to be there, it was just that he couldn't do it."

Hasan Zaghawan, who worked with the Goode family, was

interested in how the Goodes handled the news that their children had special needs and how they found services. Families often go through stages - including denial, anger and blame - before accepting the diagnosis, he said.

"Each family has a unique story that is filled with challenges, and we learn a lot from them," he said.

Zaghawan said the Goodes were welcoming and open about the challenges they've faced.

"It is a crisis in a family when you have a child with special needs," he said. "You can't read about it in a book. You can't learn it in a video. Maybe you will know the words, but you won't know the feeling."

### **From ASO Regarding Martin vs. Taft**

Dear Friend of ASO:

On our website is the formal NOTICE to persons with mental retardation or developmental disabilities in need of community services, per the proposed Martin vs. Taft Settlement. This notice may apply to you if you are a person with mental retardation or developmental disabilities and you want to be on a waiver or live in your own home. This notice may apply to you if you live in an institution or if you are on a waiting list for community services. The purpose of this notice is to tell you about a proposed settlement in a lawsuit that may affect you. the lawsuit was brought by people like you who wanted to have their services in the community, not in an institution. (An "Institution" in this proposed settlement is considered an Intermediate Care Facility for Persons with Mental Retardation (ICF/MR) or a Nursing Home.)

Please read the formal notice for all the details.

If you agree with the consent order, you do not have to do anything.

If you disagree, you must follow the directions outlined in #10 of the notice.

The formal notice can be viewed at:

[http://www.autismohio.org/index.php?option=com\\_content&task=view&id=237](http://www.autismohio.org/index.php?option=com_content&task=view&id=237)

Or through our website at: [www.autismohio.org](http://www.autismohio.org)

Thanks to the ARC of Ohio and the Ohio DD Council for sharing this with us. From: Barbara C. Yavorcik, President, Autism Society of Ohio  
Please note: This is provided for information purposes only. The ASO does not endorse or recommend any providers, methodologies or services. Providing this information should not be construed as an endorsement by the ASO, either explicit or implied.

## Autism Society of Greater Cleveland

P. O. Box 41066  
Brecksville, Ohio 44141

Phone: 216-556-4937  
Email: support@asgc.org

"The mission of ASGC is to serve the autism community by providing information, coordinating support services, and facilitating communication for the benefit of those with Autism Spectrum Disorder from diagnosis through adulthood."

The ASGC is a 501(c)3 non-profit,  
all volunteer organization.

Your donations are tax deductible and we welcome  
your support!

To learn more, call us or log on to:

**[www.asgc.org](http://www.asgc.org)**

The information in this newsletter is for educational purposes  
only. The opinions expressed are those of the authors.

The Autism Society of Greater Cleveland does not endorse any  
specific product, method of therapy or organization. Our aim is to  
provide information that assists our membership in making edu-  
cated decisions.

Thank you for your support!

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## Autism Conferences and Events in the Area

### "Curricular Adaptations and Behavior Solutions for Autism Spectrum Disorder"

With: Dr. Patrick Schwarz and  
Maria Wheeler

*Special Parent Price!*

2 Days: \$160

1 Day: \$95

Pittsburgh, PA ~ February 21-22  
2007

Conference Location:  
Holiday Inn  
& Suites

Allegheny Valley  
180 Gamma Drive  
Pittsburgh, PA  
(412) 963-0600

More information at:

[www.spectrumtrainingsystemsinc.com](http://www.spectrumtrainingsystemsinc.com)

### Autism & Asperger's 2007 - Columbus, Ohio

Featuring:

**Dr. Temple Grandin**

Author of: *Thinking in Pictures*

**Sean Barron**

Author of: *There's a Boy in Here*

and **Mary Wrobel**

Author of: *Taking Care of Myself*

**February 23, 2007**

**Greater Columbus Convention Center**  
400 North High Street, Columbus, Ohio

More information at:

800.489.0727

THE ARC OF OHIO and THE  
OHIO DEVELOPMENTAL  
DISABILITES COUNCIL Present:

### The Time for Action is Now!

A Disability Public Policy Legisla-  
tive Event

**March 27 & 28, 2007**

The Columbus Renaissance Hotel  
50 N. Third St.  
Columbus, OH 43215

Join with hundreds of others to  
present a united voice.

Please call 1-800-875-2723 with any  
questions