

The Garrison-Pendergrass Family

By Collette Garrison Pendergrass

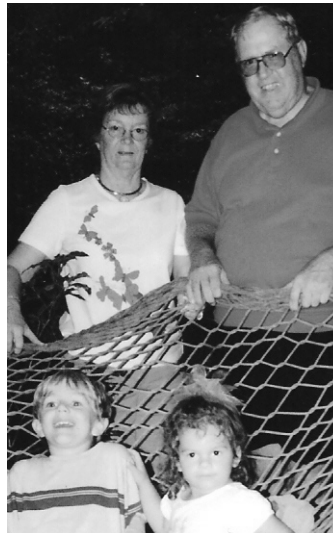
This month is always an exciting month in the Autistic Community. It is "our" month to bring forth awareness of an issue that is near and dear to our hearts. This is also a very exciting time for me, personally, and I hope for our Chapter, as this is the year we will be implementing a new grant program in memory of my father, James Patrick "Pat" Garrison.

My father was always the type of man who took things in stride. He made the most of what life threw his way. When we started realizing Garrison's development was not where it should be, we all started digging for answers. After getting all the heartbreaking news, the verdict was, Autism. Then, soon after, we received the same diagnosis for our beautiful little girl, Cameron. My father, instead of blaming, feeling guilty or falling into denial, simply stated, "Let's figure out what kind of help we need to get them". He also told me to get some books about Autism so he could better understand how to relate to his very kind, loving, and full of life grandchildren, we had been so blessed with. He would join us at parties in Mr. Drew/Ms. Carver/Ms. Allison's classes at Long Preschool. He went to every Autism All-Stars game Garrison and Cameron attended. Oh how he loved his grandchildren. He so wanted to see them grow up and told us this many times. Unfortunately, that is not what life had in store for my father. A type of brain cancer took my father's life here on this earth in October of 2005 at the very young age of 60. The Saturday before he passed away, we spent the whole day with him and my mom at their home. Garrison and Cameron both climbed in, on and around the bed with him the whole day. We have some outstanding pictures of them with him on that Saturday. During his illness, I went to their home everyday while the children were in school. The following Wednesday, as I was getting ready to leave, I gently whispered in his ear, as instructed by the Hospice, "Garrison is doing great in mainstream kindergarten, just as you said he would. Cameron is adjusting well to her outstanding teachers at Long Preschool, Ms. Amy Harding and Ms. Denise Tino". I told him not to worry, we, Commie and I, would be the best parents we knew to be for his very special grandchildren. I reassured him that they would always know he loved them more than words could ever convey. That very night he passed away.

This year, Autism Awareness Month will mean more to me that the words I can express in this article. My father would have been very proud to have grants given out in memory of him. My father was a great success in life with many things. He had a very generous way about him. The only thing I think he would not like is that his name is on these grants. However, by doing so, I hope this will be a healing step for me, my brother, and my mom, his wife of 42 years. We are thrilled to mark in time the tremendous love he had for his two grandchildren, who are PROUDLY AUTISTIC!!

In Loving Memory of my Father, James Patrick "Pat" Garrison/In Honor of my mom and of all who work with, care for and love the Autistic Population of Cabarrus County, I am honored to present these grants so that these efforts can continue.

**James P. Garrison
Autism Education Grants**



The recipients of these Awards are as follows:

Long Preschool

- Amy Harding
- Tracey MacLaughlin
- Drew Setchfield

Pitts School Road

- Stephanie Davis

Royal Oaks Elementary

- Janelle Pate

Weddington Hills

Elementary

- Emily Austin
- Sharon Phillips
- Doreen Williams

Each teacher will receive a grant to use toward autism related academic aids in their classrooms. We are grateful for the support you show our children everyday!



Ask the Doctor

Dr. Joseph Stegman

Dr Stegman has graciously agreed to answer some of the many questions that our readers may encounter from a medical perspective.

This issues question is:

Dear Dr. Joe,

My son was diagnosed with PDD-NOS. Is he autistic or not? I don't understand. Please help!!

Sincerely, Confused

Dear Confused,

The term PDD-NOS stands for Pervasive Developmental Disorder - Not otherwise specified. This diagnosis puts your child on the spectrum of autism. It is very confusing, you are right.

The diagnosis of Autism is not a specific diagnosis like diabetes or asthma. It is a term that refers to children and adults who have problems with socialization, communication and restrictive areas of interests. There are three terms used to describe children with these cardinal problems of Autism. The terms include 1. Classic Autism, 2. Aspergers Disorder and 3. Pervasive Developmental Disorder. Anyone with any of these diagnoses would be on the spectrum of Autism. The terms relate to severity of symptoms and the inclusiveness of symptoms in all three areas.

To have Classic Autism a child would have to meet criteria in all three areas; socialization, communication and restrictive areas of interests. To have Aspergers Disorder one would only have to meet criteria in socialization and restrictive areas of interests. To be diagnosed with PDD-NOS one would not have to meet criteria in any area but have some symptoms in all three. These criteria were defined by the writers of the DSM IV in 1994. (Diagnostic and Statistical Manual, 4th edition). The 5th edition will be coming out in the next year and the terms used for the Autism Spectrum Disorders will change again, so stay tuned.

So to answer your original question, is your child autistic. Yes, your child has symptoms, not severe enough to meet criteria for classic Autism, but still on the spectrum on Autism.

Dr, Joe Stegman

The Cabarrus County Chapter of the Autism Society of North Carolina does not endorse or advocate any particular form of treatment, service, or therapy. You must make judgments based on your own situation.

The information contained in this newsletter reflects the opinions of its contributors and is not intended to represent the positions of the Autism Society of North Carolina.

**Autism Society of North Carolina Inc.
MISSION STATEMENT**

The autism Society of North Carolina is committed to providing support and promoting opportunities which enhance the lives of individuals within the autism spectrum and their families.

VISION STATEMENT

The Autism Society of North Carolina strives to create a community where people within the autism spectrum and their families receive respect, services, and support based on individual differences, needs, and preferences

Board of Directors

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Heather Park	Donna Bowrey
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Lynn Stipe	

Making A Difference

We want to take the time to recognize individuals, groups and companies that stand out in helping to make the autistic community an important and successful part of our community. This issues person," Making a Difference" is Doreen Williams with more than 20 years of experience in the teaching of Autistic and disabled children. She has received the honor of "Teacher of the Year" at Weddington Hills Elementary School.

Philosophy of Teaching

By Doreen Williams

Our goal as educators should be to help ensure that every child is given the opportunity to learn, grow and develop into a valued, participating member of society. One of my strongest beliefs about teaching is: The more disabled a student is, the more competent the teacher needs to be. Some may think that the more severely disabled your students are, the less "teaching" you will actually be doing. Quite the contrary. A teacher that works with disabled students needs to be creative and skilled in a multitude of areas. Making knowledge accessible to all students requires creating multiple paths to learning. To truly act on the belief that all students can learn, one must be a good diagnostician. A good teacher requires a certain amount of improvisational artistry to motivate and maintain interest for all students.

A line of thinking that goes hand in hand with the above mentioned theory is: The harder a student is to work with, the more the teacher has to gain and to learn from that student. The most difficult students press the teacher to try and explore many different approaches. A teacher may have to step outside of the box to find the answer for a student that is outside of the box him or herself. If you respect individual differences, you have much to learn from the experience of assessing the progress of individual students as well as progress of the entire class.

As hard as this task seems to be, it then makes sense to admit that this is not a job one person can do alone. This is a tough job and the more people that you can get working together, the more you can accomplish. Working cooperatively and collaboratively with others is vital. I would not be the teacher I am today and have the program I do without the people that work with me. Draw strength from others and let them assume a role of responsibility and be invested in the total class effort. Each person has strengths, designate and divide duties and responsibilities. Make each person an important link in the process. You need to be adept at engaging students and adults to assist in the teaching process. Make use of colleagues' knowledge and expertise to compliment your own. Teamwork will strengthen your purpose and effectiveness.

I know my students well and I spend the time and energy to tailor the learning environment to their needs. Students with autism experience the world in a completely different way than you and I. We have to be able to understand their disability and then apply teaching methods to best meet their needs. I see it as a type of environmental engineering. It is possible to engineer the learning environment to best suit the needs of autistic students. The minute you walk into my classroom, you notice a difference. There are dividers; it looks like a mini office complex with each student having their own cubical area. It may look like a maze to you but it provides a needed structure and consistency that students with autism thrive on.

The rewards in teaching for me are numerous. I most of all enjoy the children. I am lucky enough to spend up to six years with the same students. I get to see them grow and change in small and large ways. It means a lot to me that students and parents alike are excited about coming to school and being in my class. Examples of cherished moments include, Sam, who came to my class as a non-verbal child, is now talking. Reading on grade level and communicating effectively, Kevin, telling his mother that he wanted to marry me, and if you talk to Hannah, who went on to Middle School this year, she will tell you, "Mrs. Williams is not my teacher any more, she is my friend".

The Sensory Side By Integrative Therapy Concepts

What is Sensory Processing Disorder?

Sensory Processing Disorder is the failure of the central nervous system and brain to correctly process sensory information. The brain receives information from the five senses (taste, touch, vision, hearing, and smell) as well as from the lesser-known senses, the vestibular sense (which processes information through the inner ear) and the proprioceptive sense (which processes information about the body parts and body position received through the muscles, ligaments and joints). Each sense works to form the total picture of who we are physically, where we are, and what is going on around us. This information is also used to organize or coordinate our behavior.

What are the symptoms?

Symptoms of Sensory Processing Disorder are often seen in ADD, ADHD, Autism and Cerebral Palsy, and it can be a person's only diagnosis. Symptoms are wide ranging and can include over-sensitivity and/or under-sensitivity to sounds, smells, tastes, touch, sights, movements and body position. Depending on the severity of the problem and the child's temperament, children can be withdrawn and frightened, or frustrated and angry. The result can be problems in behavior and family life, peer and environmental interactions, as well as in academics.

How can Occupational Therapist Help?

Occupational Therapists (OT) with training in sensory integration provide therapeutic activities to facilitate child directed treatment sessions. The child with Sensory Processing Disorder may participate in play activities, however he may not play in a manner that is integrated or organized. The therapist will design an environment that enables the child to interact more effectively with the use of suspended equipment and sensory activities. During child directed treatment sessions, the therapist will encourage and assist the child in choosing activities that provide the appropriate amount of sensory input. The therapist tries to carefully balance structure and freedom in a way that leads to constructive exploration. By balancing structure and freedom, the therapist helps the child to develop both his neural organization and his inner direction. The child directed approach allows the child to have as much control as he can handle during therapy, as the therapist adapts activities and the environment to be goal directed. The therapist controls the environment while the child controls his own actions. Self-confidence or an improved attitude about one's self is often the first change that parents notice in their children after they have started therapy. The child becomes more in command of his life because he develops better control of his body as his nervous system functions better.

*Occupational Therapist Associates referenced

From the staff of Integrative Therapy Concepts, Happy Autism Awareness and OT month!



Integrative
Therapy Concepts Inc.

(704) 799-6824

Discipline Issues

By Amie Cennamo

Ryan turned 4 years old in February but I think we are now going through his "terrible twos". His favorite word is "NO", he can tear apart a room in seconds, and he loves testing his limits by looking me directly in the eyes while doing something that I just told him not to. He also started hitting & kicking me when he is angry. When leaving him with others his separation anxiety is worse than ever. All these new behaviors are developing just in time for the arrival of a new baby.

I constantly struggle with how to discipline Ryan and often wonder whether a particular behavior is autism-related. Is he acting this way due to sensory overload, his lack of receptive understanding, or just behaving like a typical toddler? We have tried time-outs, raising our voices, redirecting, negative reinforcement, or simply ignoring the behavior.

Here's the catch...Ryan is indifferent to time-outs as he will always find something to do like stare at the carpet or stem with finger puppets.

Furthermore, raising my voice usually results in him echoing what I just said repetitively. Ignoring the behavior is not possible if there's a safety issue at hand or if he is being disrespectful to others. So, our options are limited.

A doctor once told me to try my best to discipline Ryan like any other child. This is much easier said than done, but I've listed a couple of strategies below that I think are universal. Of course, we must first distinguish between the sensory overload behaviors and just plain bad behavior. If it is sensory overload, it is probably best to remove ourselves from the environment or take away whatever object is causing the behavior. If not, whatever I say must be followed through with actions. If I say "no", this can't mean "yes" five minutes. If I threaten to leave someplace or take something away, I must be prepared to do so. It is certainly difficult to persevere at times, but it is critical that I don't set a precedent. Next, my husband and I need to be consistent in our approach. Any disagreements need to be handled in private and not played out in front of Ryan. In most cases, I believe that Ryan is seeking some sort of reaction or trying to gain control, and if I am consistent in not responding, he will discontinue the behavior. I know that every child on the spectrum is very different and there is not one form of discipline that works best. I have a difficult time following my own advice and I certainly haven't figured it all out except that as one behavior diminishes, a new one will develop.

I try to remind myself that every parent must deal with discipline issues and some of Ryan's behaviors might be typical. It is especially difficult when out in public and your child is throwing a tantrum due to sensory overload or some obsessive compulsive behavior. Others are quick to judge us as bad parents because they don't know much about Autism. Another parent once told me that we will grow thicker skin over time and I believe this is true.

We shouldn't forget that our special children can bring us so much joy as we learn to appreciate and celebrate every little milestone that might have been taken for granted otherwise. Most parents of children with special needs will doubt their parenting skills at some point. I am often guilty of this and I am not a perfect parent by any means. However, deep down, I truly believe that as parents of autistic children, we are highly qualified to handle the most difficult situations. We should never underestimate our parenting skills or our children's ability to outsmart us.

Need an Advocate?

The ASNC provides advocates to assist in helping to explain a parent's rights in many situations. For more information contact:

The Charlotte Area Advocacy Office
704-941-6992

or

Toll Free in NC - 877-869-2762

Nancy Popkin

nipopkin@autismsociety-nc.org

or

Kim Tizzard

ktizzard@autismsociety-nc.org

ASNC Conference 2006

By Lynn Stipe

As my husband and I entered the Friday Center in Chapel Hill for the Annual ASNC Conference, the TLC Boys were gearing up for the day of respite. The respite providers were interestingly excited when most usually look scared. We knew today was an adventure for all of us. As Ron and I entered the Auditorium, my social anxieties hit. As the awards started, everyone got quiet. When the presenter got to Chapter of the Year Award you could hear a pin drop. Guess who won? We did!! I was both excited and terrified. They called me up to accept the award on behalf of the group. As I slowly walked to the stage, I understood more and more how my kids feel in a big crowd. Fortunately, I did not have to give a speech. What a great pat on the back for our group. Thanks to all who have made this year amazing.

As my heartbeat slowed, the keynote speaker was introduced. . Jerry Newport, an author with ASD, spoke on fostering independence with those on the spectrum, as well as, staying involved in the community. He is an example of his book "Life Is Not A Label". After his inspirational and entertaining presentation, we had a break.

My husband and I went to the book store to get Mr. Newport to sign our book. As we were browsing someone tapped on my shoulder. It was my old friend from high school, Hope. As we talked about old times and new times she told me her son was the reason for coming to the conference. Luck had put us both there. We could have spoke for hours but the next section was starting.

ECAC, Connie Hawkins, and North Carolina Department of Public Education, Charlotte Duren, discussed No Child Left Behind and IDEA 2004. Changes are still taking place. Asking for the IDEA handbook before your next IEP, will help keep you up on the changes. Lots of great information!!!

Future Planning for Your Child by Janita Moody and Education and ASD by John Thomas were the last presenters for the day. Ms. Moody gave tools to prepare for the future while Mr. Thomas gave an overview of current research and its effects on education. At the end of the day the boys did well. The science museum was still standing when they left. As for us we learned a lot, laughed a lot, and loved a lot. My resolution came true in only three months.

Cabarrus County Services

- The Arc of Cabarrus County - 704-788-1616
- Cabarrus County Department of Social Services – 704-920-1400
- Cabarrus County Schools – 704-786-6191
- Cabarrus County Partnership for Children – 704-262-3793
- Cabarrus County Health Alliance - 704-920-1200
- Child Care Resource and Referral – 704-786-1023
- Children’s Advocacy Center – 704-783-1736
- Children’s Developmental Services Agency – (DEC) 704-786-9181
- Consumer Planning and Support Services – 704-721-2700
- Family support Network of the Southern Piedmont- 704-788-1616 or 800-650-6526
- Kannapolis City Schools – 704-932-7433

What are you going to be when you grow up?

By Ron Stipe

Now there is a question that many of us ask ourselves well into our first Mid-life Crisis.

What puts any of us in that special place called success? How do any of those lucky enough to get one, actually find ourselves in an occupation that we can’t believe we get paid to do?

Now, what if someone told you that your life or your situation would only allow you to do certain things? A vast array of occupations were suddenly closed to you simply because you are different. What if your mind understood on the inside even if you were unable to communicate your concerns outwardly?

Would you stop trying? Would you give up? Would you believe those persons that influence your life when they tell you that your perception of the world is wrong?

There are a great many people in this world that have done just that, given up. However, for every person that has allowed their dreams to die, there are others in this world that believes the impossible can be overcome. They pushed their ideas to the forefront and now we know that the world is not flat, planes can fly and men can walk on the moon.

At one time it was said that no man could run faster than 1 mile in 4 minutes. For years, that standard held true. Then, one day, that barrier was broken and now the 4 minute mile is beaten by even the slowest runner in the Olympics. Albert Einstein was told that he was an idiot by his 8th grade math teacher. He went on to change the world of mathematics in just 5 essays. Christopher Reeves was told that he would never walk again, He never did. However, he went on to create an awareness that hope is out there if we only look hard enough and believe that hope is possible, all from the seat of his wheelchair.

As advocates for the individuals affected by Autism that we care for, it is important that we keep hope alive. It is important that we fight the battles that they are unaware are being waged around them. The battles in congress that will, one day, bring awareness to this entire nation and funding to the research needed to find a cure. The battles in the state legislature which will help to keep the services alive that are a constant aid to these afflicted individuals. And to the local communities, where understanding and compassion for the needs of each person, whether directly or indirectly, impacted by Autism, are met.

I challenge each of you that have taken the time to read this article to take the time to offer hope and encouragement to an autistic person. Help them to find their place. Promote their abilities. Assist them with their needs. They will amaze and astound everyone if they are simply given the chance. What answer will your Autistic individual come up with simply by looking at the world just a little bit differently?

Helping Others “Get It”

By Vic Cennamo

Even our closest friends and family often don’t truly understand autism, and that makes it difficult for us to be around them – not to mention the difficulty in making new friends. While I can’t blame them, since I am still learning about autism after over two years of dealing with it, we as parents often find ourselves withdrawing from social circles and becoming more isolated. The support and understanding of those closest to us can be a tremendous source of strength, so I hope this article will be something you can share with others to help them understand.

Autism can be explained in so many ways, but for this purpose (and I am strictly a parent, not a doctor), I think it is best considered an information processing disorder which inhibits the ability to interact socially and causes a variety of behaviors that are difficult to understand. For example, when I point out to my son an airplane flying overhead, hoping he will think it’s “cool”, he first has a hard time following my point and then sees not just an airplane, but trees, the sun, clouds, birds while at the same time being distracted by the wind blowing against his face and the noise from the neighbors lawn mower. He can’t distinguish the important information (the plane) from all this other stimuli which are bombarding his senses. Ultimately, he gets frustrated or is indifferent. It is difficult for others to understand this because to most of us take this natural, instinctive ability to process information for granted.

Sometimes this processing difficulty leads to stress and anxiety causing kids to retreat to what they know and understand. This can involve any number of toys, objects, or actions to the point where they may become obsessions. Or they may be over-stimulated and engage in hand flapping or other repetitive behaviors. Occasionally, their frustration in understanding the world around them may lead to a tantrum or meltdown and once started, it may be hard for them calm down. Without the different parts of the brain working together or “talking to each other”, processing the meaning of language can be difficult. For example, even if an autistic person understands your words (which may be difficult enough), they may have a hard time processing other critical elements of social communication simultaneously such as your tone of voice, facial expressions, gestures, etc. These are key in determining whether you are happy, sad, scared, angry, excited or some other emotion. Thus, they can’t reciprocate the communication taking into account your perspective – because they haven’t processed your perspective.

Things that are concrete and can be seen, touched or heard are easier to process than things that are abstract. That is a “house”, or a “cup” or a “TV” are more readily understood than “today is Monday”. My wife is pregnant and so many people, even those who are very familiar with Ryan’s autism, are asking if he is excited to be a big brother, does he want a boy or girl, etc. I wish he understood enough to be excited or to have a preference, and I believe someday he will, but at this point he is not able to grasp that.

So for friends and family of the parents of autistic children, please realize that there are so many little things that most of us take for granted but are very big deals for our kids. Try to understand that we may be overly anxious during large or even small get-togethers due to concerns over how our child might behave. We would love nothing better than for our kids to play with your kids while we have a drink and share a few laughs. It’s just a lot more complicated for us.

Happenings Here and There

Gymnastics

The tumbling continues. The gymnastics class has had enormous participation! This activity is great for both gross motor and sensory issues that many of our children encounter. If anyone is interested in having their name added to the waiting list, please contact Cabarrus County Gymnastics at 704-784-3111.

McAlister's Nights

McAlister's Deli in Concord has once again agreed to help our group with their Monthly fund-raising food night.

Tuesday, April 25th
Please join us from 5-9pm

McAlister's Deli will contribute 10% of all sales made during the scheduled hours above directly to our organization.

Come out and show your support and enjoy fellowship as well as great food!! See you there!

Miracle League Baseball

The Miracle League makes it possible for persons with mental and physical disabilities to play baseball. The League provides a level playing field where persons with disabilities can hit, run and catch-just as they envisioned in their dreams. Buddies are also needed to be paired up with these athletes. These buddies partner with the players to provide assistance and encouragement. To play, volunteer, or for more information, contact league president David Darwin at 704-791-0888.

The Special Olympics
State Games June 2nd-4th
Raleigh, NC

Wing Of Eagles
Blue Ribbon Annual Horse Show
May 6, 2006 from 9am – 5pm
BLUE RIBBON RIDERS RIDE AGAIN!!
For more information call:
704-784-3147

Hairs to You
Haircutting for disabled children Done in your home and \$1 from each haircut will go back to the ASNC-CCC
Call: Kim Cameron
Licensed Cosmetologist
704-701-9763

KidsAbilities
Summer Camps for Special Kids
704-503-1117

Autism Society of North Carolina License Plate Update - As you may recall the NC legislature created a special license plate for the Autism Society of North Carolina last year. **In order for these plates to be produced the Society must collect 300 pre-paid applications.** Thanks to everyone who has already completed and returned their application. We have received approximately 167 completed applications. **We still have 133 to go and if we are to have these plates on cars by Autism Awareness Month - which is April - we need you to complete and mail in your application today!**

These plates will not be available through local license plate agencies until we complete and turn in 300 applications. **Help us meet the goal and increase Autism Awareness in our state.** The license plate application can be viewed and printed from the website:
www.autismsociety-nc.org.

ASNC Cabarrus County Chapter
Presents:

Autism Book Drive

This is an ongoing event
All books donated will be presented to our local libraries, as well as provide a resource for those in need in our area

Any new or used book in good condition, preferably on Autism Spectrum disorders, will be welcomed for this cause.

For more inform please contact
Lynn Stipe at rstipe@carolina.rr.com

ASNC-Cabarrus County Chapter
Autism Awareness Picnic
April 22
Dorton Park, Concord
1PM-3PM

Spring Fling for Autism
Teer Farm, Durham
April 29th
Begins at 4PM
For tickets call Nancy Huber
919-743-0204 x 32

New column!!!
Spectrum Heroes
Do you know someone who has Autism?
Have they had accomplishments big or small?
Send their story to
rstipe@carolina.rr.com

Autism Awareness Month

A child or adult with an ASD might:

- have severe language deficits or differences;
- talk about or show interest in a restricted range of topics;
- not point at objects to show interest (point at an airplane flying over);
- not look at objects when another person points at them;
- have trouble relating to others or not have an interest in other people at all;
- avoid eye contact and want to be alone;
- have trouble understanding other people's feelings or talking about their own feelings;
- prefer not to be held or cuddled or might cuddle only when they want to;
- appear to be unaware when other people talk to them but respond to other sounds;
- repeat or echo words or phrases said to them, or repeat words or phrases in place of normal language (echolalia);
- have trouble expressing their needs using typical words or motions;
- laugh, cry, or show distress for no apparent reason;
- repeat actions over and over again;
- have trouble adapting when a routine changes;
- have unusual reactions to the way things smell, taste, look, feel, or sound;
- be oversensitive or under-sensitive to pain;
- lose skills they once had (for instance, stop saying words they were once using).

Poetry Corner

The Eyes of a Child

By Ron Stipe

Can you see the world
Through the eyes of a child?
The magic, the mystery,
That stay only for awhile.

Where did the vision go?
A world of possibilities
Grand designs
Without disabilities.

Have they gone
Or simply faded?
Is life full of hope
Or broken and jaded?

The blind can see
The mute can talk
The deaf can hear
The lame can walk

All things are possible
We need only believe
Life is not lost
Til no longer we breath

So I ask again
With a chuckle and a grin
Can you see with the eyes of a child,
All the mysteries within?

Do you have thoughts from an autistic life
perspective?
Feel free to submit your completed poems to
Lynn Stipe at rstipe@carolina.rr.com

"Shine"

*This service is accessible for and engaging to someone
with autism while remaining a meaningful worship*

experience for the whole family.

1st Sunday of Every Month

Beginning January 1, 2006

at Huntersville United Methodist Church
On the corner of Hwy. 115 and Ranson Drive
in Huntersville, North Carolina.

(Across the street from Huntersville Presbyterian Church)

This service is held from 3:30 – 3:50 pm.
with diet-friendly refreshments following
in our fellowship hall.

For more information please contact
Rev. Monica Humpal at 704-875-1156 or

monica@huntersvilleumc.org

Schedule of Upcoming Events

Ticket to Ride

June 17th

E-mail Dina:

MCDANIEL10@aol.com for details

**The Cabarrus County Chapter
Of the Autism Society**

Monthly Meetings

Will be held on the second Thursday of
each month.

At Epworth United Methodist Church
1030 Burrage Rd NE

in Concord, NC

from 6:30to 8:30pm

For more information, contact
asnc-ccc@earthlink.

**Recognition and
Acknowledgements**

We would like to take a moment to
send out a special thanks to the
following individuals and groups
that have helped to make this Paper
such a great success!

LA Gear

Scott Coble

ACI International

Dr Joseph Stegman

Pioneer – Jonathon Gruber

Larry Ensley

Odell Recreation league

Cabarrus County Gymnastics

McAlister's Deli

Concord Printing

Nancy Popkin

Kim Tizzard

ASNC Board

Teacher's and Administrators of

Cabarrus County Schools

West CabarrusYMCA

Belk Department Store at Northlake

& Carolina Malls

Epworth United Methodist Church

Garrison and Pendergrass Families

Sundrop Bottling of Concord

White's Party Rentals Plus

Wachovia

Dina McDaniel

Resources

Useful Websites:

You can visit us, The Cabarrus County
Autism Society at:

[autism-society-of-cabarrus-
county@yahogroups.com](mailto:autism-society-of-cabarrus-county@yahogroups.com)

or The ASNC at:

www.autismsociety-nc.org

The Arc of North Carolina -

<http://www.arcnc.org>

Family Support Network of North Carolina

<http://fsnc.med.unc.edu>

North Carolina Division of Mental Health,
Developmental Disabilities, and Substance
Abuse

<http://www.dhhs.state.nc.us/mhddsas>

Social Security Administration

<http://www.ssa.gov>

Learning Disabilities On-line -

<http://ldonline.org>

Disability Resources -

<http://www.disabilityresources.org/index.html>

Individuals with Disabilities Education Act -

<http://www.nvcitymyplace.com/idea.htm>

National Dissemination Center for Children
with Disabilities - <http://www.nichev.org>

Do 2 Learn - <http://do2learn.com>

Support Works – <http://www.supportworks.org>

Teleability – <http://www.teleability.org/index.pl>

Special Child –

<http://www.specialchild.com/index.html>

Exceptional Children's Assistance Center –

<http://www.ecac-parentcenter.org>

Ident-A-Kid-

www.ident-a-kid.com

Autism Risk and Safety Newsletter-

www.autismriskmanagement.com

Project Lifesaver-

www.projectlifesaver.org

Law Enforcement Action Network-

www.leanonus.org/pages/1/index.htm

Vincent L. Pastore, PH.D.

Practicing Psychologist 704-662-3433

Piedmont Behavioral Healthcare

1-800-939-5911

Quotable Quotes

**“Learn that no matter
how far back of the
starting line you were
born, you will cross
the finish line as a
winner.”**

Jerry Newport

Author of

**“Your Life is Not a
Label”**

****IMPORTANT NOTE** -**

It is time to send out annual membership dues for the 2006 calendar year. Remember – A portion of your membership is sent directly back to our local ASNC here in Cabarrus County!!

Thanks for your continued Support!!

We Need Your Help - Become a Member!

Join the Autism Society of North Carolina
Membership Form

ASNC Membership (circle level)		ASA Membership (circle level)	
Family or individual*	\$30*	Family	\$35
Student	\$15	Individual	\$25
Contributing	\$50		
Supporting/Corporate/Agency	\$100		

*indicate ASNC Chapter name below and ASNC will give back \$10 to your local unit.

Name _____

Address _____

City _____ State _____ Zip _____

Telephone (h) _____ (w) _____

Email _____

ASNC Chapter Name _____

NC Residents: Would you like to be added to the summer camp mailing list? (Yes/No) _____

Type of membership(s) (e.g. asnc-family) _____ Total enclosed \$ _____

Mail all memberships, ASNC and ASA, to:
Autism Society of North Carolina
505 Oberlin Road, Suite 230, Raleigh, NC 27605-1345
To charge memberships call 1-800-442-2762

**ASNC – Cabarrus County Chapter
c/o Amie Cennamo – President
14908 North Green Dr
Huntersville, NC 28078**

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Thank you