

Autism Awareness Week



Autism
Association of WESTERN AUSTRALIA

Schools Autism Awareness Pack

Prepare Now!



embrace
difference



Like us on Facebook for more teacher resources across the year
www.facebook.com/AutismWesternAustralia

AUTISM

Awareness Week!

27 March – 2 April 2017

Your school is invited to join us in raising awareness of Autism Spectrum Disorder (ASD). Here are some suggestions how you can join with us and Go Blue for Autism at your school:

1

Attend an event!

We are hosting many free events across Autism Awareness Week. See inside or visit www.autism.org.au for more details.

2

Wear blue!

Blue is the internationally recognised colour to signify Autism Spectrum Disorder. Major landmarks around the world will light up blue on 2 April—World Autism Awareness Day.

Have a free dress day during Autism Awareness Week and wear blue! See inside for more details.

3

Help raise awareness in your school

Include information in your newsletter to help raise awareness of ASD throughout your school community. Helpful information includes the early signs of Autism, the strengths of people who have Autism and the positive outcomes when the right support is provided. See inside for great articles our team has written that you can easily add into your parent and teacher newsletter. These can also be downloaded from our website www.autism.org.au

4

Teach peers!

Help all your students better understand Autism – see inside for ideas.

5

Learn about Autism

There are many resources available to help increase understanding of Autism. Read an article, share a book and talk about Autism. See inside for training opportunities and resource information.

6

Fundraise

Help us support people with Autism by raising funds. Read about some ideas to fundraise in this booklet and get your school involved!

Attend an event

1

Autism Awareness Week Events & Activities 2017

Monday 27 March to Sunday 2 April is Autism Awareness Week—a significant time to Embrace Difference. You are invited to help us to make a difference to the lives of people with Autism across our community. Whether you are a person with Autism, a family, a school, a community group or a workplace there are many ways you can help to increase awareness of Autism throughout this special week.

Join us at one of the following FREE events:

Monday 27 March

All in Sports - Supporting Children with Autism in Community Sports and Recreation 215 Stubbs Tce, Shenton Park | 5.30pm – 7.30pm

The Autism Association of Western Australia is excited to offer free training sessions to assist community associations to better include and support individuals with Autism in community sports and recreation clubs.

Thursday 30 March

Explaining Autism Seminar | State Library of Western Australia | 9.30 – 11.30am

To increase community awareness of World Autism Week 2017 please join us for a presentation where we will introduce you to the characteristics of Autism Spectrum Disorder, the impact experienced during daily life and the various services available from the Autism Association of Western Australia.

The State Library is located at the Perth Cultural Centre, 25 Francis Street, Perth.

Sunday 2 April is World Autism Awareness Day

Light it up blue!

Every year cities around the world light up their prominent buildings with blue on this special night. Look out for Perth's Bell Tower!

Family Fun Day | 10am – 2pm

Join us for a fantastic day in the park. We will have information booths where you can find out about our services and a range of fun activities for everyone to enjoy. Attractions will include: food vendors, face painting, bubbles, gym bus, bouncy castle and more!

The family fun day will be held in a park located centrally. Contact us for more information by emailing AutismWeek@autism.org.au and check our website regularly for updates.

Register now! www.autism.org.au

Wear blue!

2

Dress up blue

Join the *Light it up Blue* campaign by wearing blue—a free-dress day for fun and increasing awareness of Autism. If you want to fundraise, see section six for ideas!

Take a photo of blue

Take a photo of your class or your whole school wearing blue for Autism Awareness Week. Send it to AutismWeek@autism.org.au include the name of your school and contact details.

We will draw a winner who will receive a set of Autism Association publications for their school.



Wear BLUE for Autism Awareness Week!
27 March – 2 April* 2017
World Autism Awareness Day

Remember to Like our Facebook Page, Share with your friends and send us your photos*!

*By submitting photo/s via Facebook or otherwise you grant the Autism Association of Western Australia permission to use your photo/s for marketing purposes.

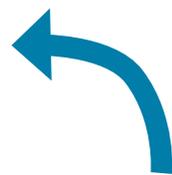
We're hosting a BLUE event

on

at

Show your support and go blue!

www.autism.org.au   



Downloads!

www.autism.org.au

Raise awareness in your school

3

Parent Newsletter & Teacher Newsletter

Our awesome therapists have written an article for primary schools to include in their parent newsletter and a specific article to include in your teacher newsletter. These are included in this booklet and downloadable from our website: www.autism.org.au

What is Autism? Poster

A brief overview of the characteristics of Autism and some teaching tips and strategies are displayed on the poster provided with this pack. Display the poster in your staff room.

Understanding Autism—for Parents and Carers

Sunday 2 April 2017 is World Autism Awareness Day. This presents a significant time for us to pause and reflect on what we know about Autism, gain new information and promote the concept of embracing differences.

Autism Spectrum Disorder ('Autism')

The Early Signs

Autism is a complex, life-long developmental disability which is neurobiological in origin. An estimated 1 in 160 to 1 in 100 people have Autism.

The signs of Autism may be evident by age 2 or may only become apparent when the child starts school. One of the first signs, which can alert a parent to the fact that their child is not developing in a typical way, is the manner in which the young child responds to them. They may not learn to speak or have very limited speech. The child may also have great difficulty in understanding the speech of others.

Some children with Autism can develop good spoken language. However, their language is very concrete and literal; it lacks a social quality and is not used in a conversational manner. Parents may notice that their young toddler does not seem interested in playing with other children.

They may also notice that the child is not playing with toys in an imaginative way. Instead, they may spend time placing their toys in neat lines; or engaging in the same sequence of play activity over and over again. While these are some common signs, Autism presents differently for each child.

Common Features of Autism

Social Communication and Interaction

The child may:

- Use few or no words, repeat patterns of words or may have well developed speech, but only talk about a limited range of interests
- Not respond to their name or simple instructions
- Not copy other's actions
- Have very limited attention span, except for activities that include their interests e.g. trains
- Not engage with peers
- Not engage in pretend play
- Make limited eye contact

Continued...

Restricted and Repetitive Behaviours and Sensory Processing Differences

The child may:

- Use repetitive speech
- Insist on routines staying the same
- Have a narrow range of interests
- Repeat an action over and over
- Get 'stuck' on an activity so that it is difficult to move them on
- Line up or stack objects and may become upset if the order changes
- Be over sensitive or under sensitive to touch, sounds, sights, tastes, textures, movement, smells.

This list does not constitute a diagnosis of Autism. Many young children may show some of these signs at different ages. However, if the child's development is affected in ways that concern you, it may indicate the need to consult a paediatrician

Strengths of Autism

Children with Autism enjoy routines and predictability. They pay great attention to detail. Although social situations are difficult, children with Autism form strong bonds with people who they have formed a positive relationship with. Children with Autism have—like all other children—many strengths; but also areas where help for further development is needed.

Positive Outcomes

Children do not grow out of Autism. However, with appropriate intervention they can be helped to gain many of the skills we take for granted—skills such as learning to play, communicating and responding to others in a social way.

Children with Autism benefit enormously from programs which provide them with a means to communicate and to develop the skills they need to participate in everyday life. With appropriate education, and the support of dedicated people, the child with Autism can go on to lead a fulfilling life, engaging in social activities and vocational pursuits in later life.

Outlined below are some ideas that parents can take part in during Autism Week to EMBRACE DIFFERENCE!

Talk about differences—how we all have areas of strength and areas where we are not so strong. This might be an opportune time to talk to your child about their great skills; and where they might need to be helped along. You might like to talk about Autism—how children with Autism often love learning, but sometimes need help to make friends; how children with Autism are sometimes very good with numbers but may need more help writing stories etc.

Lots to learn and to do!

Websites: have you seen our great new website at www.autism.org.au? Make a start from the top line with What is Autism? Then visit www.positivepartnerships.com.au for more easy-to-read information.

Attend a free workshop—Explaining Autism, to be presented by the Autism Association at the State Library of Western Australia, at the Perth Cultural Centre, 25 Francis Street, Perth. Join us on Thursday 30th March from 9.30-11.30am.

Join in—There will be many opportunities to learn while having fun throughout Autism Awareness Week 2017. See: www.autism.org.au

Give us a call if you would like further information; phone (08) 9489 8900

Or email: autismwa@autism.org.au



Understanding Autism Information and ideas for Teachers

Download the
Word doc from
our website!



April 2nd is World Autism Awareness Day. This is a timely reminder for all of us to take the time to consider the extent of our knowledge of Autism, to acquire new information and to think about the concept of embracing difference.

Autism Spectrum Disorder ('Autism') is a complex, life-long developmental disability which is neurobiological in origin. Research shows that an estimated 1 in 160 to 1 in 100 people have Autism. It is very likely that there is a student with Autism in your school—perhaps your class— or amongst family and friends.

Autism, the early signs

One of the first signs, which can alert a parent to the fact that their child is not developing in a typical way, is the manner in which their young child responds to them. The child may not learn to speak or have very limited speech. They may also have great difficulty in understanding the speech of others.

Some children with Autism can develop good spoken language. However, their language is very concrete and literal; it lacks a social quality and is not used in a conversational manner. Parents may notice that their young toddler with Autism does not seem interested in playing with other children. They may also notice that the child is not playing with toys in an imaginative way. Instead, they may spend time placing toys in neat lines; or engaging in the same sequence of play activity over and over again. While Autism presents differently in all children, these are very common similarities for children who will be diagnosed with Autism.

Continued..

Common Features of Autism

- Impaired social interaction e.g., a lack of spontaneous interest in sharing in activities or interests with others; or lack of appropriate social responsiveness.
- Lack of, or limited, make-believe play.
- Communication difficulties—some children may be non-verbal, while others are very verbal but use language in an unusual way.
- Impaired ability to initiate or sustain a conversation.
- Distress, or difficulty, with change to a routine.
- Narrow and restricted range of interests e.g., may have a preoccupation with an object; may only be interested in lining up objects or making collections of particular items; may only be interested in a single topic or amassing facts about a single interest.

Strengths of Autism

People with Autism enjoy and function more efficiently with routines and predictability. They pay great attention to detail. Although social situations are difficult, children and adults with Autism form strong bonds with people who they are close to, those with whom they form a trusting relationship.

Positive Outcomes

Children do not grow out of Autism. However, with appropriate intervention they can be assisted to gain many of the skills we take for granted—skills such as learning to play, communicating and responding to others in a social way.

Children with Autism benefit enormously from programs which provide them with a means to communicate and to develop the skills they need to participate in everyday life. With appropriate education, and the support of dedicated people, the child with Autism can go on to lead a fulfilling life, engaging in social activities and vocational pursuits in later life.

Talk about Difference

To foster positive relationships amongst all children in the class, many teachers have already adopted the approach of embracing differences. In a meaningful discussion children are invited to talk about what they are good at and what they are not so good at. It is emphasised that everyone has strengths but also areas where they are not so strong.

This leads to the point that the child with Autism is not so good at making friends—they need help in that area. And sometimes they are not able to understand what people say to them. That's why they are helped with visual supports. However, that same child may be very good at puzzles, at certain maths tasks or at drawing. They do have their strengths.

The recognition amongst peers that we are all different helps to promote a more positive understanding amongst the group. Differences are shown throughout the class—the child with Autism is, just like everyone else, an individual with strengths and difficulties. Having identified the areas where the child with Autism needs some help, the teacher could show other children how they could provide that help. Simple strategies such as asking the child to play, sharing interest in an activity, following their lead, can really help the student with ASD to experience better social engagement. There may be others in the class who would be reassured that their 'difference' is nothing they should hide from.



Teach peers

4

Help your students better understand Autism through books of fun stories where the main character has Autism.



- *My Best Friend Will*
- *Dolphins Dance*
- *Andy and his Yellow Frisbee*
- *Trevor, Trevor*
- *My Friend with Autism*
- *Since we're Friends*
- *Tomas Loves...* (for early primary)

Teachers Autism Toolbox

This fantastic resource has been developed based on requests we have received from teachers. We are developing an interactive website for teachers to access information sheets, resources and downloadable templates for creating successful learning opportunities for students with Autism.

Subscribe here to be the first to know when this website goes live: <https://goo.gl/Yn3hJ0>

TEACHERS
AUTISM TOOLBOX

Teach About Autism

Below is an example lesson plan for students in upper primary. Like our Facebook page to be updated on additional lesson plans across the year: www.facebook.com/AutismWesternAustralia

Lesson Plan – Case Study

Grace, who is now 10 years old, has Autism Spectrum Disorder. We just call that ‘Autism’. Although Grace is not able to talk to others in the school in the way most children do, when people get to know her they find she is able to get her message across quite well. In the past, she would often get very upset if she couldn’t get her message across, or if she couldn’t understand someone speaking to her. But with lots of supports in place at her new school, she doesn’t get upset very often.

Grace has help from an Education Assistant (EA) in a mainstream class every morning. During the afternoons she does art and crafts. She has always been good at drawing. When she needs help she will ask for it, either with her own words or with visual supports that she has been taught to use. Generally, people who have Autism can learn more from what they can see, rather than from words they hear. That is why ‘visuals’ can be so helpful for students like Grace.

When Grace first arrives in class every morning she goes to her visual schedule. This is a strip with little cards attached. Each card has a picture and a single word showing what she will be doing next. She also has a small HELP card which she will hold up at any time during the day; someone will always go to see how they can help her. One of her most valuable visual supports is another small card which shows QUIET CORNER. She uses this if the class seems too noisy. Sometimes sounds seem really loud to Grace, though they might not seem that way to the other kids. Grace is able to go to a place at the back of the class with her earmuffs and spend time drawing until she feels calm enough to go back to the class. If children have Autism the noises in school can really upset them.

In school, the children in Grace’s class always like to help her. They have learned how to include Grace in games. They have also learned what might make her stressed. Because they have got to know her they know when it’s a good time to ask her to join in. She likes it when they can play together.

First 5 minutes – read case study

5 – 10 mins – brainstorm group

What have you learned about Autism?

10 – 25 mins

Go into groups and talk about how you might feel if you had Autism

25 – 55 mins

Class discussion on how best support a student who has Autism

Expect an understanding of:

- the need for visual supports (why?)
- communication difficulty
- sensory differences—apart from sound, could touch upon taste, smell, touch
- how they can help a classmate who has Autism

If there is a student with Autism in the class who is able to talk to the others about how he or she prefers to be helped, it could be helpful for all. This should entail discussion with the family, beforehand.

Other students should be encouraged to talk about how they could provide help to a person with Autism in their class.



Learn About Autism

5



Online learning

Visit www.positivepartnerships.com.au for more easy-to-read information.



Attend a teacher seminar

The Autism Association presents a range of seminars specifically for teachers and other professionals throughout each year. For the 2017 calendar, see:

www.autism.org.au/training-research/workshops-seminars



Parent Training

We have over 100 workshops for parents across the year - encourage parents to visit our website and register to attend these fantastic workshops.



Apps website

Technology such as personal tablet devices have become common place in many people's lives at home, work or school. This website has been developed in response to the many parents, teachers and individuals who have approached us asking for ideas about how to effectively use technology, specifically an iPad or tablet device. See: www.autismapps.org.au



Subscribe to Teachers Autism Toolbox

Go to <https://goo.gl/Yn3hJ0> and subscribe to be the first to know when our new resource for Teachers is available.



Give us a call

If you would like further information, call the Autism Association on (08) 9489 8900.

Top 10 Tips

to enable children with Autism to thrive in your class

1. Get to know your student with Autism—develop a positive and trusting relationship.
2. Provide a clear structure and set daily routine.
3. Provide warning of impending change to routine, or of activity.
4. Address the child individually to gain their attention before giving instruction, if possible.
5. Provide clear, simple instructions and requests, one at a time.
6. Ensure that tasks presented meet the child's ability at any given time.
7. Keep in mind the perfectionism of many people with Autism—stress likely to escalate if they feel unable to complete a task successfully.
8. Gradually increase the complexity of tasks and provide tangible rewards.
9. Support the student's communication and sensory needs with visual supports and breaks as needed.
10. Provide motivation by incorporating the child's special interests into various tasks and projects.

Like us on Facebook for more teacher resources across the year
www.facebook.com/AutismWesternAustralia

Learn About Autism cont...

Myths & Misconceptions

Awareness of Autism is growing rapidly and many people now know of, or have close involvement with a person with Autism. Our understanding of Autism continues to grow; we know a great deal more now than we did even ten years ago. Unfortunately, some commonly held beliefs about Autism which we know to be untrue still persist. The following outlines some common myths, pointing to what is now known to be fact.

Myth: All people with Autism have the same skills and difficulties

The facts: Although people with Autism share difficulties in the core areas of social- communication, restricted and repetitive behaviours and sensory processing, every person with Autism is unique and has different abilities and interests. Many positive characteristics are common in people with Autism such as the ability to focus intensely on detail and learn about topics of interest.

Myth: All people with Autism have an outstanding 'savant' skill

The facts: People with Autism generally have an uneven developmental profile, meaning that their level of ability may differ across different skills. All people with Autism have strengths and in some cases, a person may be very gifted in a particular skill or area which may be described as a 'savant skill', such as quickly computing complex mathematical equations or having a 'photographic' memory. Although some people with Autism do have these outstanding abilities, the majority do not.

Myth: Children with Autism cannot have another diagnosis

The facts: Although many people with Autism do not have other conditions, many do. Some common conditions that people with Autism may be diagnosed with are Intellectual Disability, Epilepsy and Fragile X syndrome.

Myth: All people with Autism have an intellectual disability

The facts: Some people with Autism also have an intellectual disability, however others have an Intelligence Quotient (IQ) within the typical range or higher. In some cases a measure of IQ is taken during the initial Autism assessment process. For children with Autism, measuring IQ can be more difficult and an accurate measure may not be possible.

Myth: Children with Autism do not speak

The facts: Although some children with Autism may have delayed speech or may not use words to communicate, many have very well developed speech. In fact, some children may speak earlier than typically developing peers, but may have an unusual style of communication, such as overly formal speech or a strong preference to talk about particular subjects. There is a very wide range of skills and abilities amongst children with Autism in relation to speech.

Myth: Children with Autism are more aggressive than their peers

The facts: As with other children there are those with Autism who may shout or hit out when they are distressed, but this is certainly not the case for all children. When it does occur, this challenging behaviour is often related to a lack of alternative skills, or difficulties coping in the sensory environment, regulating emotions or communicating needs. In some cases a child with Autism may show interest in the reactions of people who are hurt or upset, but the child may not understand what these emotions mean. Challenging behaviours are often a communication of last resort. It is rare for a child with Autism to intentionally cause harm to another person.

Myth: People with Autism do not experience the full range of emotions

The facts: People with Autism may have difficulty expressing emotions, or may express them in a different way. Children with Autism experience the full range of emotions. It is common for people with Autism to have difficulty recognising and interpreting the emotions of others which can lead to misunderstanding when others assume they know how another person is feeling. Children with Autism can build skills and learn to respond to other people in ways that are more typical or expected. Children with Autism can and do show physical affection but often on their own terms. For some children, typical means of showing affection are more difficult, such as maintaining eye gaze and physical contact.

Myth: Children with Autism are less affectionate than their peers

The facts: Children with Autism often have very strong bonds with important people in their lives. Because some children with Autism may show their emotions and affection in different ways, it may appear to others that they do not have strong relationships, however, some children with Autism show their affection quite openly.

Myth: All children with Autism prefer to be alone rather than build relationships

The facts: Most people with Autism do want to have friends, but have difficulty engaging socially with others, and difficulty knowing how to recognise and respond to the intentions and emotions of others. The social skills required to form friendships often need to be taught explicitly to children with Autism. Planned activities around shared interests are often the key to supporting friendships.

Myth: Autism is a behavioural/mental health disorder

The facts: Autism is a developmental disorder. In children with Autism, the brain develops differently to typically developing children, affecting many areas of development. No two children with Autism are the same but research has shown, with some children, there are marked differences to their typically developing peers in brain size and connectivity at certain stages of development.

Myth: The incidence of Autism is rapidly increasing

The facts: The way Autism is diagnosed has changed; we now recognise a wider range of characteristics as forming part of the autism spectrum. It is likely that many children who have an Autism diagnosis today would not have met the diagnostic criteria if they were assessed against our previous definitions of Autism. Also, as awareness increases, parents and professionals are better able to identify early signs of Autism and are more likely to seek an Autism assessment. There is not enough evidence at this stage to say that the incidence of Autism is increasing.

Myth: Autism is caused by parenting style

The facts: Autism is not caused by parents. We do not yet know the causes of Autism definitively; however, the research that has been conducted does not support the view that parenting style can cause Autism. It is likely that there are several causes including brain development and genetic factors. Because of difficulties with sensory processing and communication, some children with Autism respond negatively to some typical parenting

behaviours, such as touch and hugs, and may require direct communication in order to understand others. When parents adapt their behaviour to respond to their child's needs it may appear unusual to others, but it is important not to assume that the parenting style is causing the child's difficulties.

Myth: Vaccinations cause Autism

The facts: There is no reliable scientific evidence that childhood vaccinations cause Autism. There is reliable evidence that not vaccinating children has led to an increase in preventable and sometimes life-threatening diseases. One well known but flawed research paper reported a link between the measles-mumps-rubella (MMR) immunisation and Autism. When the flaws in the study were revealed, the paper was later retracted. Several large scale studies have since examined the possibility of a link between MMR and Autism and have found no evidence to support the link.

Myth: Autism can be cured

The facts: There is currently no known cure for Autism, but through appropriate intervention children can acquire many of the skills they need for a successful and full life. Although some proponents of certain treatments may describe children who have been 'cured', it is more likely that these children have been particularly successful in acquiring skills which enable them to function more effectively through their everyday life. For example, with enhanced social skills the child with Autism may appear indistinguishable from their typical peers. However, that same child may struggle to maintain those skills and deal with other aspects of Autism throughout their life. In some cases, children described as being 'cured' may have been wrongly diagnosed having displayed some features of Autism. A comprehensive assessment may have found the child did not display the signs required to meet the Autism diagnostic criteria. Although there is no known cure, the skills that can be acquired in early intervention can provide a firm basis for ongoing skill development. With the appropriate support, people with Autism – from childhood to adulthood – can lead happy and productive lives. The term Autism refers to a diverse range of conditions. Children with Autism are as different from one another as their typically developing peers are from one another. We do not yet know the causes of Autism, but we do know that it is life-long condition related to differences in early development. Although there is no cure for Autism, early intervention can teach children the skills necessary for a full life.

Fundraise

6 THANK YOU!

For choosing to help raise vital funds for the Autism Association of Western Australia.

Your involvement will help us to raise awareness and funds to support people in WA living with Autism; and provide valuable support to their families.

Fundraising for the Autism Association is a fun, social and rewarding way to make a difference to the lives of people with Autism and their families. We rely on vital funds raised by people like you to help us expand our services to reach more families across our vast state.

Fundraising for the Autism Association is as simple as 1 2 3!

1. Register with us

Return the Application to Fundraise form attached to this brochure to Fundraise@autism.org.au, or download from our website. We will then send you a letter to confirm you are fundraising for the Autism Association, along with additional resources to support your event such as balloons and stickers.

2. Start organising

You can download the money box and fundraising poster templates shown in this booklet to get started.

3. Return your raised funds

Set up an Everyday Hero page OR deposit your funds via credit card through our online donation page OR send a cheque or money order according to the following information. We are often available to come to your school assembly to accept the funds raised on behalf of the Autism Association.

When we receive your Fundraising Application form, we'll send you additional resources, such as stickers and balloons to support your event!

The fundraising opportunities are endless...

There are many things you can do — keep it simple or really challenge yourself! Here are some ideas:

Easy

- Dress up blue for a gold coin donation
- Jelly bean guessing competition
- Morning or Afternoon Tea—Bake Blue

Moderate

- Trivia Night
- Auction or Raffle
- BBQ or Picnic
- Movie Night
- Trash 'n' Treasure Sale

Challenging

- Community Fun Day or Fete
- Gala Ball
- Golf Day Event
- Theatre Production or Concert
- Sponsored Fun Run or Marathon



embrace
difference

LEGAL INFORMATION

Before you start organising your event, please read the following guidelines to ensure your upcoming event is not only successful and fun, but also in accordance with the law.

Money Management

It is your responsibility as the organiser to ensure appropriate financial management of your fundraising event. Here are some guidelines to help.

Banking

All funds raised from your event must be paid to the Autism Association of Western Australia. You can do this by:

1. Bank Transfer

Account name: Autism Association of WA Gift Fund

BSB: 036 011

Account number: 282351 (Westpac)

Reference: Please use your reference number

Your reference number will be included in your event kit. If you are unable to use this number please email details of your deposit to fundraise@autism.org.au so we can accurately track it.

2. Online Payment

To make an online payment using a credit card or debit card visit <https://www.autism.org.au/donate/> . Please list your reference number in the comments box.

3. Send a Cheque

Send your cheque payable to Autism Western Australia: Locked Bag 2 SUBIACO WA 6904

Please remember to include your reference number.

Fundraising Restrictions

Please note the following types of activities are neither endorsed nor permitted to be conducted on behalf of the Autism Association:

- Telemarketing
- Door-to-door fundraising.

Issuing Receipts

For cash donations, the Autism Association can provide a tax deductible receipt for all donations of \$2 or more. Simply collect the donor's details using the 'Donor Receipt Form' and the Autism Association will issue receipts when all monies have been received.

We are here to HELP for more information or support call Rachel Cowley on (08) 9489 8900 or email Fundraising@autism.org.au





Fundraising Application Form

Please review our Fundraising guidelines at www.autism.org.au/donations/how-you-can-help.aspx

Fundraisers Contact Details

Contact Name: Mr Mrs Ms

Organisation name: (if applicable)

Position: (if applicable)

Contact Tel: Mobile:

Contact Email:

Postal Address:

Website: (if applicable)

Event / Activity Date(s) of event/activity:
(Once approved your event will be listed on our website)

Name of event/activity:

Location of event/activity:

Description of event/activity:

I _____ (signature of fundraiser)
have read and understood the Autism Association of Western Australia's Fundraising Guidelines.

About the Autism Association of Western Australia

The Autism Association of Western Australia is the largest specialist lifespan organisation providing services to people with an Autism Spectrum Disorder in Australia. Services are best practice and based on leading international peer-reviewed research in the field of Autism. The Autism Association has well established links both nationally and internationally.

Services include:

- Autism Advisors and family support for newly diagnosed children
- Trans-disciplinary Early Intervention Services
- School Support Service and Therapy Services for school age children
- Therapy and Clinical services for adults with ASD
- Community Living Support: Shared and Individual Homes
- Short Breaks for Children (Respite Service)
- Individual Support Programs tailored to individual-needs, including Post School Options
- Employment Placement and Support Program
- Professional Development and Training Services
- State-Wide Consultancy Service
- Family Support



Call us: (08) 9489 8900
Regional: 1800 636 427



Email:
autismwa@autism.org.au



Visit:
www.autism.org.au

