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# Autism Agenda



Linn Benton Lincoln ESD-Cascade Regional Autism Program

## What is Autism? There is no one type of autism, but many.



Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. According to the Centers for Disease Control, autism affects an estimated 1 in 59 children in the United States today.

We know that there is not one autism but many subtypes, most influenced by a combination of genetic and environmental factors. Because autism is a spectrum disorder, each person with autism has a distinct set of strengths and challenges. The ways in which people with autism learn, think and problem-solve can range from highly skilled to severely challenged. Some people with ASD may require significant support in their daily lives, while others may need less support and, in some cases, live entirely independently.

Several factors may influence the development of autism, and it is often accompanied by sensory sensitivities and medical issues such as gastrointestinal (GI) disorders, seizures or sleep disorders, as well as mental health challenges such as anxiety, depression and attention issues.

Indicators of autism usually appear by age 2 or 3. Some associated development delays can appear even earlier, and often, it can be diagnosed as early as 18 months. Research shows that early intervention leads to positive outcomes later in life for people with autism.

One of the most important things you can do as a parent or caregiver is to learn the early signs of autism and become familiar with the typical developmental milestones that your child should be reaching.

### What are the signs of autism?

The timing and intensity of autism's early signs vary widely. Some infants show hints in their first months. In others, behaviors become obvious as late as age 2 or 3.

Not all children with autism show all the signs. Many children who *don't* have autism show a few. That's why professional evaluation is crucial.

*Continued on page 2.*

## WHAT IS AUTISM? CONTINUED...

The following may indicate your child is at risk for an autism spectrum disorder. If your child exhibits any of the following, ask your pediatrician or family doctor for an evaluation right away:

### By 6 months

- Few or no big smiles or other warm, joyful and engaging expressions
- Limited or no eye contact

### By 9 months

- Little or no back-and-forth sharing of sounds, smiles or other facial expressions

### By 12 months

- Little or no babbling
- Little or no back-and-forth gestures such as pointing, showing, reaching or waving
- Little or no response to name

### By 16 months

- Very few or no words

### By 24 months

- Very few or no meaningful, two-word phrases (not including imitating or repeating)

### At any age

- Loss of previously acquired speech, babbling or social skills
- Avoidance of eye contact
- Persistent preference for solitude
- Difficulty understanding other people's feelings
- Delayed language development
- Persistent repetition of words or phrases (echolalia)
- Resistance to minor changes in routine or surroundings
- Restricted interests
- Repetitive behaviors (flapping, rocking, spinning, etc.)
- Unusual and intense reactions to sounds, smells, tastes, textures, lights and/or colors

### If you have concerns, get your child screened and contact your healthcare provider

The M-CHAT (Modified Checklist for Autism in Toddlers™) can help you determine if a professional should evaluate your child. This simple online autism screen, available on our website, takes only a few minutes. If the answers suggest your child has a high probability for autism, please consult with your child's doctor. Likewise, if you have any other concerns about your child's development, don't wait. Speak to your doctor now about screening your child for autism.

**Resources:** A diagnosis of autism is an important turning point in a long journey to understand your child's world. Autism Speaks has many resources for families whose children have recently received a diagnosis.

These include Autism Speaks First Concern to Action Tool Kit and First Concern to Action Roadmap.

**Are you an adult or teen?** Do you suspect that your feelings and behaviors involve autism? Many people who have milder forms of autism go undiagnosed until adulthood. Find out more in our guide: **"Is it Autism and If So, What Next?"** Please visit Treatment of Autism and our Directory for more information. Have more questions? Autism Speaks' Autism Response Team can help you with information, resources and opportunities. Call us at 888-288-4762 (en Español 888-772-9050) or email [familyservices@autismspeaks.org](mailto:familyservices@autismspeaks.org).

All information shared on this page and the previous page are from the Autism Speaks Website. They are shared for information purposes only. Please see your primary care doctor if you have any questions or concerns.



## Autism's Quiet Heroes: The Siblings

April 2, 2019

By Melissa Collins-Porter

For this year's autism awareness month, I'd like to honor and celebrate the siblings. They love their brothers or sisters fiercely, yet quietly endure being dragged to therapists' offices and doctor appointments, become basically ABA-certified by the time they're 12, and get used to only Mom or Dad coming to their events because one has to stay with their sibling. They often are forced to concentrate on homework amidst what reasonable people would call total chaos. From a young age, they have an awareness that at some point, they will likely become caregivers to their sibling. They may feel guilt about the fullness of their own lives (friends, sports, activities, travel, independence, college) in contrast to that of their sibling. They may feel pressure to be "the quiet one," "the good one," "the easy one." They have become used to cancelled plans, destroyed or lost personal items, and giving up their own preferences to appease their brother or sister. They tirelessly stand up for their siblings when people ask questions, stare, or use "autistic" as a pejorative at school. Underestimate them at your peril, because they grow up to be extraordinary adults and you want them on your side. This one right here is my hero.

*The writer is a filmmaker who lives in Southern California.*

<https://www.ncsautism.org/blog/2019/4/1/okrsc3t27yeyx4el9ocjeqs6b4e5c8>



### LBL ESD CASCADE REGIONAL AUTISM RESOURCES

If you are looking for autism resources please go to:

<https://www.lblesd.k12.or.us/cascade-regional-program/autism-program/>

You will be able to locate information for social communication, visual supports, behavior, sensory, organization, executive functioning, technology, community resources, etc.



# Sensory Play Ideas and Summer Activities For Kids With Autism

Does your child with autism become overstimulated or bored easily? With the school year coming to an end, are you looking for sensory play ideas for your child? This guide will provide a variety of ideas for fun sensory play activities for children with autism.

## HOW DO SENSORY ISSUES AFFECT CHILDREN WITH AUTISM?

For many children diagnosed with an autism spectrum disorder (ASD) and their families, a secondary diagnosis of **Sensory Processing Disorder (SPD)** is something that must be factored into daily activities.

A study published in the **American Journal of Occupational Therapy**, by Scott D. Tomcheck and Winnie Dunn examined “differences in sensory processing among age-matched children between ages 3 and 6 years with autism spectrum disorders (ASD) and those who are typically developing.”

The study found that “Ninety-five percent of the sample of children with ASD demonstrated some degree of sensory processing dysfunction... These findings, considered with similar published studies, begin to confirm the prevalence and types of sensory processing impairments in autism.” (Tomcheck & Dunn, 2007)

Children who struggle with SPD or sensory processing issues may become bored easily, struggle to regulate their emotions, become overstimulated, or experience hyper- or hypo-sensitivity in relation to specific sense(s).

By incorporating sensory play into your child’s summertime routine, he/she is more likely to retain the skills learned during the school year as well as increase his/her chances of adapting well to school routines in the autumn.

Consistency is key in all children, so speaking to your child’s teacher about sensory activities he/she especially enjoyed at school and carrying them over into the summer could be helpful during this time of transition.

But to keep things fresh, here are five ideas for sensory play activities for children with autism to enjoy this summer.

### I. Engage a child’s visual perception skills

Parents who grew up in the 1970s (or during their resurgence in the 1990s) will likely remember the mesmerizing effects of lava lamps. Now imagine being able to control multidimensional color and congealing motion of the lamps without worrying about heat or toxic materials.

With four ingredients your child can create his/her own “**Lava Lamp in a Bag**” that will likely keep him/her entertained and engaged for hours.

- Fill a large freezer-sized, resealable sandwich bag about a quarter of the way full with baby oil.
- Next, add a few drops of liquid food coloring in your child’s preferred color.
- Right before you give the bag to your child, add a couple drops of water.
- You may want to tape the bag shut to prevent leaks.
- Your child can lay the bag flat and manipulate the droplets and splotches to form patterns or create movement.
- Alternatively, he/she can shake the bag and watch the oil, water, and color separate and reform into new and interesting formations.



This “**Lava Lamp in a Bag**” can be an excellent form of visual therapy for children. Visual therapy is defined as “[The] process of retraining the visual perceptual system, so it functions with optimal efficiency. The process follows a sequence of steps aimed at improving the visual system.” (Brockett)

The act of tracking the “lava” both with the eyes and making hand-eye connections while moving the lava around in the bag can help strengthen the visual perceptual system in a fun and engaging way.

*Continued on page 5.*



## SENSORY PLAY IDEAS CONINTUED....

### 2. Strengthen the sense of smell through sensory play

Sensory play activities that engage the olfactory system can be particularly soothing to anxious children. If your child has a favorite scent, feel free to substitute it for the lavender used in this example. For a more energizing scent, you may consider using coffee beans or grounds or orange zest.

**For this sensory activity, you will need:**

- several cups of *uncooked rice*,
- a *bag or container*,
- *lavender essential oil*,
- *purple food coloring*,
- and *lavender stalks* (optional).

**Method:**

- Place your uncooked rice in a bag or container that you do not mind being dyed.
- Add several drops of purple liquid food coloring.
- Mix the rice thoroughly until it is dyed light purple.
- Next, add about 4 drops of lavender essential oil per cup of rice and mix.

If you have access to *lavender stalks*, you can add the dried flowers into your mixture. Your child can run his/her fingers through the rice in a large tub, or you can place the rice into a sock or other fabric pouch to add “squish.”



*Aromatherapy* can be incredibly effective for helping children with autism through transitional periods and managing stress.

**(Articles, 2016)** For a comprehensive look at the best essential oils and their benefits specifically for children with autism, check out this guide and free PDF.

### 3. Create a soundscape to aid auditory processing disorder

In many parts of the world, summer is synonymous with the occasional downpour. Kim Staten from Life Over C's has created a dry sensory bottle that mimics a summer rainstorm.

**To make Kim's rainstorm sensory bottle, you will need:**

- *two clear plastic cups*
- *toothpicks*
- *cotton balls*
- *glue to secure the cups (she recommends hot glue)*
- *Rice*
- *glitter and blue liquid food coloring are optional*



This more visual take on the rainstick engages not only your child's sense of hearing but also his/her visual sense and motor skills. Giving your child a visual and auditory representation of a rainstorm might help him/her strengthen auditory connections between sounds and sources.

According to *Tomcheck and Dunn's study*, auditory processing difficulties are one of the most common sensory issues children with autism experience and several other studies support these findings:

“Differences in auditory processing are one of the more commonly reported sensory processing impairments with the full range of atypical responding noted. In one retrospective chart review of developmental patterns in 200 cases with autism, *Greenspan and Weider (1997)* reported that 100% of the participants demonstrated difficulties with auditory responding.

*Continued on page 6.*

## SENSORY PLAY IDEAS CONTINUED...

Several authors have reported auditory hypersensitivity (Bettison, 1994; Dahlgren & Gillberg, 1989; Gillberg & Coleman, 1996; Rimland & Edelson, 1995; Vicker, 1993). Furthermore, Dahlgren and Gillberg (1989) found that sensitivity to auditory stimuli in infancy was a powerful discriminator between children with and without autism.” (Tomcheck & Dunn, 2007)

### Method:

- To begin, you may choose to dye the rice blue to mimic raindrops.
- You can then fill both cups with cotton balls and toothpicks and pour the rice over the top. The more toothpicks you add, the more the bottle will sound like actual rainfall.
- Next, add a sprinkle of glitter to the cups if you so choose.
- Finally, glue the cups together at the brims—be sure the seal is tight, so no rice or glitter falls through the cracks.

When the assembly is complete, you can show your child how to turn the bottle upside down to recreate the sound of rain.

(Staten, 2018)

### 4. Turn sensory activities for autism into something yummy to eat

Engaging your child’s sense of taste can be as easy as a trip to the pantry. Depending on what you have on hand, you can either pull dry items of different **shapes**, **colors**, or **flavors**. Lay your chosen items out on parchment paper, in no particular order, and allow your child to sort them either by **color** (colored cereal or dried berries), by **shape** (circular cereal, tortilla chips, square crackers), or by **flavor** (sour lemon, sweet orange, spicy pepper).

Be sure whichever items you chose for your child you are okay with them tasting to explore the sense of taste while working on organizational skills or pattern forming. For parents of children who are picky eaters, a game like this one may be a helpful way to introduce new foods in a unique way.

A study published in the *Journal of the Academy of Nutrition and Dietetics* highlights the need for “an interdisciplinary approach to managing atypical eating patterns in children with ASD.”

Whether your child has a flavor or texture aversions, creating a game out of unfamiliar foods can be a lower pressure way to explore new foods (or enjoy old favorites).

### 5. Create a tactile treat to address a sensory disorder

Nicolette Roux of Powerful Mothering has created a handful of tactile sensory doughs, but this fizzy cloud dough adds something extra to playtime.

To create this non-stick dough akin to kinetic sand, you will need:

- all-purpose flour
- vegetable oil (2 cups of flour per ¼ cup of vegetable oil)
- optionally you can mix in powdered food coloring.



After mixing your ingredients together, it is ready for your child to squish, mold, and sift. **More options:**

- When your child gets bored with the dough, simply add vinegar, and it will fizz as the vinegar reacts with the baking soda.
- Use a dropper for more controlled fizzing or pour the vinegar directly on for a more monumental fizz. (Roux, 2014)

Tactile sensory play can be an excellent way to help your child overcome his/her aversions or fears. If your child struggles with a sensory aversion to sand like Leslie Burby’s daughter did, check out her article on how she helped her daughter become comfortable touching the sand and eventually vacationing at the beach.

She writes, “The process I used was simple. Just think—baby steps. Babies do not walk overnight and neither will a severe sensory aversion.” (Burby, 2014)

Continued on page 7.

## SENSORY PLAY IDEAS CONTINUED...

### CHOOSING THE BEST SENSORY ACTIVITIES FOR YOUR CHILD

Finding the best sensory activities for your child may take some trial and error. Carryover activities from the school year can be an excellent starting place as your child makes the adjustment to a new summer routine. Including siblings or other family members in sensory play can be helpful in maintaining social and integrative play skills your child worked on in the classroom.

If you are struggling to find summer project ideas, your child's occupational therapist, teacher, or pediatrician may be able to help find fun activities that also help your child reach his/her sensory integration goals. While all of the sensory play ideas listed above are "taste-safe" please supervise your child to prevent choking.

Please go to <https://www.autismparentingmagazine.com/best-sensory-play-ideas/> for the full length article and access to the wonderful visuals on the items shared in this article.



















## SUMMER TREATS & SNACKS

### Visual Recipes: Summer Treats & Snacks!















It's June, people! Whether you are trudging your way through the final days of the school year, embarking on an epic summer school journey, or getting yourselves nestled in for a fun summer home with your own babies – it's time for some fun. It's time to loosen the reins, let your hair down, and get silly with it. We worked our butts off this year (your kids included) and it's time for a well deserved break for everyone involved. These Summer Treats and Snacks fit the bill. Created at the suggestion of a brilliant reader last summer – I was instantly in love with the simplicity and pure joy these brought my students. I even brought these recipes with me to a family trip to Michigan last August and had a blast making afternoon snacks each day with my little cousins. So have some fun this summer and make some delicious treats! Your kids (and you) will enjoy it!

<https://theautismhelper.com/visual-recipes-summer-treats-snacks-2/>

#### Flag Bread Recipe

- 1    
- 2   
- 3  
- 4    
- 5    
- 6 

#### Ants on a Log

- 1    
- 2  
- 3  
- 4   
- 5  
- 6 

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# 7 Steps to Choosing the Right Summer Camp for Your Child



**Modified from article by Karen Krejcha in Spectrum Life Magazine**

Finding the right camp for any child requires careful planning and research. When you throw autism and potentially other health-related challenges into the mix, there are even more points to be considered.

Although it might seem overwhelming and daunting at first for both you and your child, the benefits of camp are very often worth your time and effort. Finding the right camp provides opportunities for fun, developing new skills, making new connections, practicing independence and increasing your child's repertoire of corny puns and camp songs that you may be hearing for the next nine months.

### **1. What do you and your child want from this summer camp experience?**

*Continued on page 9.*

Your child wants to have fun and you want them to be successful. With so many choices of day camps and overnight camps out there locally, regionally and nationwide, you're going to want to narrow the field of choices even before you get on the internet to research. Here are some questions to help you set reasonable summer camp goals and expectations.

- Day camp or overnight camp?
- Local or out of the area?
- Faith-based?
- Regular camp that practices inclusion or a camp specifically for individuals on the autism spectrum or with disabilities?
- Do you want them to attend by themselves or do you prefer family camp?
- What kind of activities does your child enjoy and want to do at camp?
- Are there any skills you and your child want to focus on building?
- Do you and your child want a camp that includes therapy or specializes in a particular interest? (e.g. theater, music, arts, Minecraft, horseback riding, water sports)

### 2. Research your camp options.

Once you have a better understanding of your summer camp goals, it's time to begin researching camps that meet your criteria and expectations. See LBL ESD's yearly resource list for summer camps that serve and welcome campers with autism. For an even broader scope, you can research the following online resource lists:

[www.spectrumlife.org/recreation-and-camps/camps](http://www.spectrumlife.org/recreation-and-camps/camps)

<https://bestspecialneedscamps.com/best-oregon-special-needs-camps.html>

You might also find it useful to talk to teachers or therapists who know your child's abilities and may have worked with other kids with similar personalities and interests.

Finally, if you're part of a support group, ask other families about camps they would recommend based on your criteria. Remember though, as every child on the autism spectrum is different and every family's mileage is going to vary with camp experiences, people online who don't know you or your child are going to be limited in the kind of advice they can give. Specific questions will help you save time and get more qualified information.

*Generic example:* I'm looking for a summer camp for my son on the spectrum. Any ideas?



## APPLIED BEHAVIOR ANALYSIS (ABA) CONTINUED.....

*Specific example:* My 12-year-old son is on the autism spectrum and has never been to camp before. We'd like to try an overnight camp in the county where he can practice his independence but not be so far away or last so long that he gets very homesick. He's really into Minecraft and video games but needs a lot of encouragement to go outdoors. He does like nature walks though. Any ideas?

### 3. Narrow your list down to the most promising selections.

As you do your research, you're likely to find some camps you can eliminate immediately, some that are a maybe and others that seem really promising. Although there may be a few people out there that really like all 31 flavors of Baskin-Robbins ice cream, chances are that most people have one or two favorites they stick with most of the time. Narrow your selection, weed out the maybes and go with your really promising list.

Write down key information about each camp you're seriously considering. Try to get the same kind of key details about each one so that it's easier later for you and your child to compare and contrast.

- What kind of camp is it? (Educational? Recreational? Therapeutic? A combination?)
- What kind of activities are offered?
- What are the camper demographics?
- Where is the camp located? (Close to home? Commuting distance?)
- When does the camp take place? (Dates and hours)
- What is the cost of the camp and when is payment due?
- When do reservations open and when does camp usually fill up?
- What is the camp philosophy and history?
- Do you know anyone who has attended the camp before? (If not, does the camp offer the opportunity for parents to talk with previous families of campers who have attended?)

If the answers to any of these questions eliminate a camp from consideration, take it off the list! There is no use getting your child's hopes up about theater camp in Hollywood if you're not going to be able to travel.

### 4. Create a list of key questions that you will need the answer to in order to make your final decision.

*Continued on page 11.*



## APPLIED BEHAVIOR ANALYSIS (ABA) CONTINUED.....

As a parent, you will know your child's personality, strengths, challenges and nuances better than any of the staff that work at the camp. You know your child's needs at home. You also are likely to have been through the Individualized Education Program (IEP) process and know a thing or two about accommodations. This will help you prepare a list of key questions to get answered by each camp before you and your child make your final decision.

Your questions will be **personalized**. Here are some examples that might be important:

- What is the hiring process for counselors at the camp and how are they trained?
- Do you have any autistic adults on staff at camp or in an advisory or mentoring capacity?
- What is the camper to counselor ratio?
- Do you work with children who are similar to my child?
- What kind of visual tools and reminders do you use to transition between activities?
- If it is a camp geared toward youth on the spectrum, are there older autistic mentors as well as neurotypical peer mentors?
- What kind of sensory break area do you have if my child has a meltdown or is overstimulated?
- How will my child's medical needs be managed at camp? (Medical staff onsite?)
- How will my child's hygiene needs be managed at camp? (help with toileting, reminders to bathe or wear deodorant, etc.)
- How do camp counselors help a child engage in a new activity where they might be hesitant or scared?
- How accessible is the camp facility?
- How many campers will be there at the same time as my child?
- Are there full or partial scholarships or financial aid available?

Although you'll likely be the one asking the questions, it's important when possible that if your child has questions, they are asked too. This helps them understand you care about them and respect their input. It also helps build independence.

The right camp for your child should have staff that are not afraid of or bothered by answering your questions. They should want your child to succeed and have a positive experience too! By writing out your questions in advance, you can ensure you secure the answers you need to help you make a great choice.

### 5. Connect with the camp director or a key staff member about your questions.

*Continued on page 12.*



## APPLIED BEHAVIOR ANALYSIS (ABA) CONTINUED.....

Some are comfortable doing this by phone while others prefer sending an email. Many adults on the spectrum prefer email to phone as it gives them more time to process what it is being said and formulate their responses. If you're not really a phone person but you don't seem to have an email option with a particular camp other than a general inbox, it will be easier to script out your call and have your list of questions in front of you when you make that call.

Make sure before you hang up the phone that you are comfortable with the responses that you received and ask for an email address in case you have any follow-up questions. Often a camp director's email address won't be published on a website but they will give it to you when you talk with them on the phone.

In your conversation, be sure to also ask the camp director if they have any questions about your child. This might help provide additional information to make your decision that you had not thought to ask about.

### **6. If possible, plan a visit in advance to the camp.**

It's often very helpful for children and parents to get a tour of the camp facility before they actually attend. This may not always be feasible depending on how far away the camp is you are looking at or the time of year that they are open but if it's possible, checking out the location might help put your mind at ease and aid you in your decision-making.

If your camp doesn't offer site visits, many camps nowadays have YouTube channels, virtual tours or pictures on their website which help give a visual picture. Also, consider asking for references from families of campers who have children with similar profiles. Having you and your child connect with someone else who has actually been there can go a long way in easing any anxiety you may have.

### **7. Make your decision together with your child.**

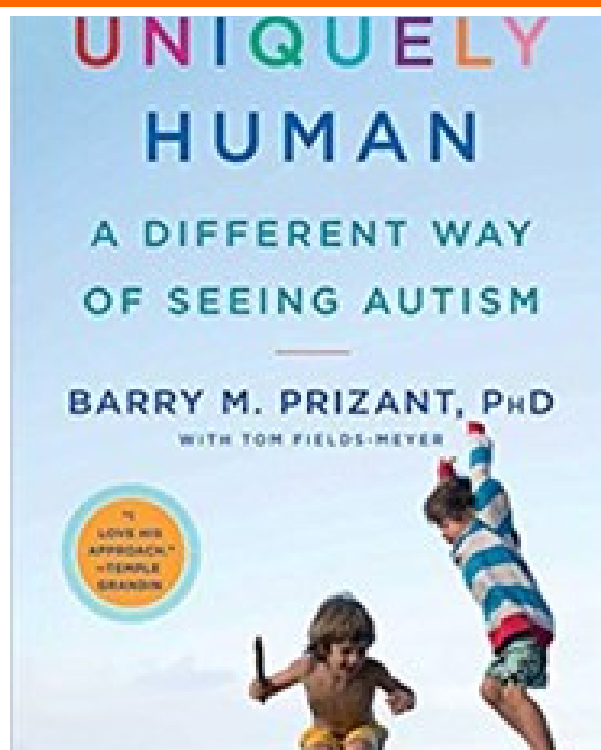
You have a lot to think about. As a parent, you have done a lot of the legwork and research, narrowed down the choices substantially and should have a pretty decent idea about where you want your child to go. However, before the final decision, it is time to go back and think about step #1 with an emphasis on your child's interests.

What do you and your child want from this camp experience? This is a time to make sure your child knows that they are being actively included in the final decision-making. Make your decision and at the end of the process, congratulate yourself and your child.

## ***Uniquely Human: A Different Way of Seeing Autism***

by Barry M. Prizant

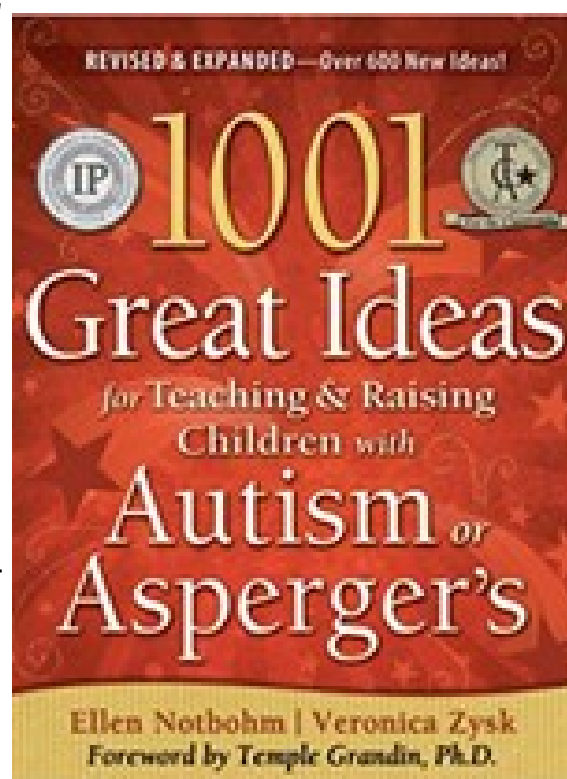
Autism therapy typically focuses on ridding individuals of “autistic” symptoms such as difficulties interacting socially, problems in communicating, sensory challenges, and repetitive behavior patterns. Now Dr. Barry M. Prizant offers a new and compelling paradigm: the most successful approaches to autism don’t aim at fixing a person by eliminating symptoms, but rather seeking to understand the individual’s experience and what underlies the behavior. Instead of classifying “autistic” behaviors as signs of pathology, Dr. Prizant sees them as part of a range of strategies to cope with a world that feels chaotic and overwhelming. Rather than curb these behaviors, it’s better to enhance abilities, build on strengths, and offer supports that will lead to more desirable behavior and a better quality of life.



## ***1001 Great Ideas for Teaching & Raising Children with Autism and Asperger's***

by Ellen Notbohm and Veronica Zysk

Hailed by Temple Grandin as “Genuine, common sense advice that all parents and educators can quickly and easily use,” *1001 Great Ideas* has been a treasured resource in the autism community since 2004. In the expanded 2<sup>nd</sup> edition, Ellen Notbohm (best-selling author of the revolutionary book *Ten Things Every Child with Autism Wishes You Knew*) and Veronica Zysk (award-winning author and former editor of *Autism Asperger's Digest* magazine) present parents and educators with over 1,800 ideas, try-it-now tips, eye-opening advice, and grassroots strategies for helping your child or student achieve success at home, in school, and in the community. This one-stop-shop of solutions, explanations, and strategies guides the reader to quickly find ideas that speak to the variety of developmental levels, learning styles, and abilities inherent in children across the autism spectrum.





# 2019 Summer Camps for Kids with Autism and Special Needs



The following camps target kids with special needs. Go to their websites or contact organizations directly for more detailed information. You can also contact your local Parks and Recreation Department or OSU's KidSpirit programs (<http://kidspirit.oregonstate.edu/programs-0>) for information about camps available to the general population. Additionally, check out the local Bricks for Kids program (<http://www.bricks4kidz.com/oregon-corvallis-albany/>) or Aerospace Camp (<https://www.cwunesspcamp.com/>) in central Washington, which revolve around Legos, engineering, science and other areas of interest to many kids with ASD.

Camp & Location	Description	Website/Contact Info	Ages/Population	Session Dates/Times	Registration Deadline
Camp Odakoda Falls City, OR and Sisters, OR	Overnight	<a href="http://www.asdoregon.org/">http://www.asdoregon.org/</a>	Ages 10 – 18 High-functioning ASD or similar disorder	August 13-17	ONGOING, but fills up quickly Financial assistance
Camp Attitude Foster, OR	Overnight	<a href="http://www.campattitude.com/">http://www.campattitude.com/</a>	All ages/entire family. A "unique Christian camping experience."	Various week-long sessions	Registration currently CLOSED, but waiting list
B'Nai B'Rith Camp Lincoln City, OR	Overnight	<a href="https://bbcamp.org/summer-camp/">https://bbcamp.org/summer-camp/</a>	Grades 2-10 Based in Jewish values, but all faiths and abilities welcome; have an inclusion coordinator	Sessions of various lengths – see website	ONGOING Cheaper before March 31 Financial assistance
Autism Rocks Friends & Family Camp Florence, OR	Overnight (provides other events year-round)	<a href="https://kindtree.org/calendar/camp/">https://kindtree.org/calendar/camp/</a>	All ages/entire family People with autism, parents, caregivers	August 23-25 Saturday only option	ONGOING Financial assistance
Easter Seals Upward Bound Lyons, OR	Overnight	<a href="http://www.easterseals.com/oregon/our-programs/camping-recreation/">http://www.easterseals.com/oregon/our-programs/camping-recreation/</a>	Ages 7 and up All types of disabilities	July 7-11 (ages 7-24) July 14-18 (ages 25 & up)	April 1 (for cheaper rate) Limited scholarships K Plan
Camp Yakety-Yak Lake Oswego, OR	Day camp	<a href="http://www.campyaketyyak.org/">http://www.campyaketyyak.org/</a>	Ages 5 – 15 HF ASD or similar Siblings and peers Ages 16 – 21 Apprenticeship Program	10:00 AM-3:00 PM 5 week-long themed sessions 9:00 AM-3:30 PM	ONGOING Discounts and partial scholarships
Mt. Hood Kiwanis Mt. Hood, OR	Overnight	<a href="http://www.mhkc.org/camp/summer-programs.php">http://www.mhkc.org/camp/summer-programs.php</a>	Ages 12 and up All types of disabilities	Various sessions See schedule on website	FIRST COME, FIRST SERVE Financial assistance
Blue Compass Camps Seattle, WA	Overnight	<a href="http://www.bluecompasscamps.com/">http://www.bluecompasscamps.com/</a>	Ages 10 – adult Asperger's and high-functioning autism	Various sessions in Washington See schedule on website	ONGOING
Acceptance: A Transformational Place Centralia, WA	Overnight	<a href="https://www.findacceptance.be/">https://www.findacceptance.be/</a>	All ages with Asperger's/autism Under 18 accompanied by adult	Various family camping sessions	ONGOING

# 2019 Summer Activities and Programs for Kids with Autism and Special Needs



The following programs provide services all year round to children with specialized needs, but are well-suited for summer fun and learning. See websites for more information.

Program & Location	Description	Website/Contact Info	Ages/Population
Hand in Hand Farm Lebanon, OR	Faith-based organization providing caring mentors and farm-based activities	<a href="http://www.handinhandfarm.org/">http://www.handinhandfarm.org/</a>	All ages and needs
Bright Horizons Therapeutic Riding Center Siletz, OR	Therapeutic mounted horseback riding adapted to fit the needs of the rider	<a href="http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm">http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm</a>	All ages and needs
OSU IMPACT (Individualized Movement and Physical Activity for Children Today)	Various physical activity opportunities (swimming, dancing, climbing, etc.) 9:30-11:00 Friday	<a href="http://health.oregonstate.edu/impact">http://health.oregonstate.edu/impact</a>	6 months – 21 years
The ARC Benton County	Various community and recreational activities (bowling, Legos, game night, etc.). See monthly calendar.	<a href="http://www.arcbenton.org/">http://www.arcbenton.org/</a>	Teens and adults with intellectual and developmental disabilities - must have current profile with The ARC
Special Olympics - Summer Linn County	Golf Track and field Softball Bocce	<a href="http://www.soor.org/Sub-Page.aspx?Name=Linn-County&amp;PID=107">http://www.soor.org/Sub-Page.aspx?Name=Linn-County&amp;PID=107</a>  Local Program Coordinator: Melissa Holcomb 541-971-5740	Ages 8 through adult
Special Olympics – Summer Benton County	Golf Track and field Softball Bocce	<a href="http://www.soor.org/Sub-Page.aspx?Name=Benton-County&amp;PID=89">http://www.soor.org/Sub-Page.aspx?Name=Benton-County&amp;PID=89</a>  Local Program Coordinator: Laurie Eck (971) 301-0799	Ages 8 through adult
Special Olympics – Summer Lincoln County	Track and field Softball Bocce	<a href="http://www.soor.org/Sub-Page.aspx?Name=Lincoln-County&amp;PID=106">http://www.soor.org/Sub-Page.aspx?Name=Lincoln-County&amp;PID=106</a>  Local Program Coordinator: Nikki Holland 541-283-4088	Ages 8 through adult





## VISUALS

Linn Benton Lincoln ESD  
Cascade Regional Autism  
Program

905 4th Ave SE  
Albany, Or. 97321

Tel: 541-812-2600  
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### Au Talkz

